

**Canisius College Core Curriculum
Descriptions and Student Learning Objectives
Developed by the Committee for the Core Curriculum
March 20, 2009**

Foundations Courses¹

In March 2007, the Faculty Senate approved into the Core Curriculum a requirement for a common Foundation, a four course sequence of preparation for all students.² The Core goals of the Foundation courses include basic instruction in writing, attention to the process of critical thinking through basic development of information literacy, and basic understanding of the importance of studying religion and philosophy within the Catholic and Jesuit tradition of education.

This common foundation is grounded on the ideal of academic excellence inherent in the mission of the College and seeks to promote the intellectual and ethical life of its students. The Core goals are consonant with Goals 2, 4, and 6 of the current Canisius College Institutional Learning Goals.³

Through both FYS 101 Explorations of Academic Writing: Special Topics and ENG 101 Writing about Literature, students develop writing skills. Through both PHI 101 Introduction to Philosophy and RST 101 Introduction to Religious Studies, students are introduced to aspects of Catholic Jesuit tradition. In all four Foundation courses, students expand their information literacy skills as a way to develop critical thinking about as well as knowledge of the course subjects.

Foundation FYS 101 Explorations of Academic Writing: Special Topics

This Core requirement is a course emphasizing the production of academic writing through critical analysis of challenging texts, with topics drawn from a wide range of academic disciplines. The Core goals are that students will be able to write so as to enhance learning, find and evaluate information, practice academic integrity,

¹ These descriptions were developed originally by the CCC and reviewed by the EPC (per Faculty Senate direction in September 2008). Both committees and their respective chairs are in agreement that the descriptions and student learning objectives reflect the substance and spirit of the March 2007 "Core: Mission and Structure." They were formally submitted to the Faculty Senate in November 2008.

² Common preparation for students. The purpose of the foundation courses includes basic instruction in writing, attention to the process of critical thinking, development of basic information literacy, and basic understanding of the importance of studying religion and philosophy within the Catholic and Jesuit tradition of education.

³ Goal 2. Communication Skills: a. demonstrate that they can write and speak with clarity and precision in both their academic disciplines and in more general situations; b. demonstrate that they can listen and read with both literal comprehension and critical awareness in both their academic disciplines and more general situations; c. integrate current technologies into research and communication. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze, and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts, and debates. c. demonstrate that they can find, evaluate and effectively use information while understanding the ethical and legal issues governing information use. Goal 6. Jesuit, Catholic Intellectual Tradition: a. demonstrate a familiarity with dimensions of the Catholic and Jesuit intellectual traditions as they occur in literature, art, science and social teaching.

negotiate the process of revision, and use correct grammar and syntax.⁴ The Core goals to develop strong writing and information literacy are consonant with Goals 2 and 4 of the current Canisius College Institutional Learning Goals.⁵

Courses that will be granted FYS 101 designation will have a significant component of the course devoted to writing instruction and developing information literacy. It is expected that in FYS 101 students will engage in drafting and revision, as well as write at least 15 pages of polished prose, and that students will engage in appropriate research activities.⁶ Students will read texts appropriately challenging for first year students.

Student learning objectives include students being able to use writing as a way to:

1. learn course content
2. demonstrate understanding of audience and purpose
3. develop logical arguments integrating appropriate ideas and evidence, and including collecting, comprehending and analyzing, and applying information thoughtfully and legitimately
4. practice creating readable and correct prose through a writing process
5. demonstrate work produced with integrity

Sections of FYS 101 may have more learning objectives in addition to those associated with the Core goals.

Foundation ENG 101 Writing about Literature

This Core requirement is a course designed to develop strategies for reading and writing about literature (poetry, drama, fiction, literary essays). The Core goals are that students will be able to understand and interpret primary texts; develop writing skills; and develop and organize interpretive essays through the use and evaluation of sources.⁷ The Core goals to develop strong writing and information literacy through the study of literature are consonant with Goals 2 and 4 of the current Canisius College Institutional Learning Goals.⁸

⁴A course emphasizing the production of academic writing through critical analysis of challenging texts. Topics will be drawn from a wide range of academic disciplines. Stress on writing to enhance learning, finding and evaluating information, practicing academic integrity, negotiating the process of revision, and using correct grammar and syntax.

⁵Goal 2. Communication Skills: a. demonstrate that they can write [. . .] with clarity and precision in [. . .]; b. demonstrate that they can [. . .] read with both literal comprehension and critical awareness in both their academic disciplines and more general situations; c. integrate current technologies into research and communication. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts and debates; c. demonstrate that they can find, evaluate and effectively use information while understanding the ethical and legal issues governing information use.

⁶ See the "Writing in the Core Curriculum" document which provides further guidance for basic writing-intensive courses. See the "Developing Information Literacy" document, which provides further guidance for courses developing basic information literacy.

⁷"Strategies for reading and writing about literature (poetry, drama, fiction, literary essays). Emphasis on understanding and interpreting primary texts, rather than reading criticism. Intensive attention to writing, including the development and organization of interpretive essays, as well as the use and evaluation of sources."

⁸ Goal 2. Communication Skills: a. demonstrate that they can write [. . .] with clarity and precision in [. . .]; b. demonstrate that they can [. . .] read with both literal comprehension and critical awareness in both their academic disciplines and more general situations; c. integrate current technologies into

ENG 101 will have a significant component of the course devoted to writing instruction and developing information literacy. It is expected that in ENG 101 students will engage in drafting and revision, as well as write at least 15 pages of polished prose, and that students will engage in appropriate research activities.⁹ Students will read texts appropriately challenging for first year students.

Student learning objectives include students being able to use writing as a way to:

1. learn about literature
2. demonstrate understanding of audience and purpose
3. develop logical arguments integrating appropriate ideas and evidence, and including collecting, comprehending and analyzing, and applying information thoughtfully and legitimately
4. practice creating readable and correct prose through a writing process
5. demonstrate work produced with integrity

ENG 101 may have more learning objectives in addition to those associated with the Core goals.

Foundation PHI 101 Introduction to Philosophy

This Core requirement is a course designed to provide a thoughtful examination of philosophical issues. The Core goal is that students will be able to use logical and critical analysis to understand the claims and arguments proposed by classical and modern philosophers, including some in the Catholic philosophical tradition.¹⁰

This requirement recognizes the special place of the study of philosophy in Jesuit education, the relevance of Catholic thought to the field of philosophy, and the importance of developing critical thinking skills through this study. The Core goals to develop information literacy and an understanding of Catholic Jesuit tradition through the study of philosophy are consonant with Goals 2, 4 and 6 of the current Canisius College Institutional Learning Goals.¹¹

research and communication. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts and debates; c. demonstrate that they can find, evaluate and effectively use information while understanding the ethical and legal issues governing information use.

⁹ See the "Writing in the Core Curriculum" document which provides further guidance for basic writing-intensive courses. See the "Developing Information Literacy" document, which provides further guidance for courses developing basic information literacy.

¹⁰ PHI 101 Introduction to Philosophy: A thoughtful examination of several representative philosophical issues with an emphasis on logical and critical analysis of claims and arguments proposed by classical and modern philosophers, including some in the Catholic philosophical tradition.

¹¹ Goal 2. Communication Skills: c. integrate current technologies into research and communication. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts and debates; c. demonstrate that they can find, evaluate and effectively use information while understanding the ethical and legal issues governing information use. Goal 6. Jesuit, Catholic Intellectual Tradition: a. demonstrate a familiarity with dimensions of the Catholic and Jesuit intellectual traditions as they occur in literature, art, science and social teaching.

PHI 101 courses will have a components of the course devoted to analyzing the Catholic Jesuit tradition and developing information literacy.¹² Student learning objectives include:

1. Examine Catholic Jesuit tradition through the study of philosophy.
2. Develop abilities to find, use, and evaluate information relevant to examining philosophical issues and arguments.

PHI 101 may have more learning objectives in addition to those associated with the Core goals.

Foundation RST 101 Introduction to Religious Studies

This Core requirement is a course providing an academic introduction to religion. The Core goal is that students will understand the nature and role of religion in human life and society, including the Jesuit and Catholic traditions as well as other world religions.¹³

This requirement recognizes the special place of the study of religion in Jesuit education, the relevance of Catholic Jesuit tradition to the field of religious studies, and the importance of developing critical thinking skills through this study. The Core goals to develop information literacy and an understanding of Catholic Jesuit tradition through the study of religion are consonant with Goals 2, 4 and 6 of the current Canisius College Institutional Learning Goals.¹⁴

RST 101 courses will have components of the course devoted to analyzing the Catholic Jesuit tradition and developing information literacy.¹⁵

1. Students will be able to describe basic concepts of the Catholic and Jesuit traditions.
2. Students will develop their abilities to discover, use, and evaluate information relevant to exploring the nature and roles of religion.

RST 101 may have more learning objectives in addition to those associated with Core goals.

Breadth of Knowledge

In March 2007, the Faculty Senate approved into the Core Curriculum a requirement for seven courses distributed as one in each of seven Fields of

¹² See the "Developing Information Literacy" document, which provides further explanation of expectations for courses developing basic information literacy.

¹³ RST 101 Introduction to Religious Studies and Theology: An academic introduction to the nature and role of religion in human life and society, including the Jesuit and Catholic traditions as well as other world religions.

¹⁴ Goal 2. Communication Skills: c. integrate current technologies into research and communication. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts and debates; c. demonstrate that they can find, evaluate and effectively use information while understanding the ethical and legal issues governing information use. Goal 6. Jesuit, Catholic Intellectual Tradition: a. demonstrate a familiarity with dimensions of the Catholic and Jesuit intellectual traditions as they occur in literature, art, science and social teaching.

¹⁵ See the "Developing Information Literacy" document, which provides further explanation of expectations for courses developing basic information literacy.

Knowledge.¹⁶ The Core goal of the Breadth of Knowledge includes a broad exposure to the tradition of the liberal arts, which is an invitation to recognize the multiple ways that natural and social phenomena have been studied and categorized.

This distribution requirement is grounded on the ideal of academic excellence inherent in the mission of the College and seeks to promote the intellectual and ethical life of its students. The Breadth of Knowledge requirement is consonant with Goals 1 and 4 of the current Canisius College Institutional Learning Goals.¹⁷

Collectively through the Breadth of Knowledge requirement, students are encouraged to reflect about their inner lives, to consider how attention to the life of the mind bears upon reality, and to discern the human relationship to the natural world and to social institutions. The skills and knowledge students develop through the Breadth of Knowledge reflect the variety of disciplinary norms specific to each Field. The student learning objective for each required Field is described below.

The Breadth of Knowledge Fields are:

Field 1: Religious Studies and Theology

Courses that enable students to gain a clearer understanding of the role which religion plays in human life through a careful and systematic examination of religious ideas, institutions, values, or patterns of belief and practice. (Courses fulfilling the requirement in Field 1 Religious Studies and Theology come primarily from the department of Religious Studies and Theology.)

Field 2: Philosophy

Courses that enable students to understand, articulate, and evaluate the values, principles, and assumptions on which individual and social decisions rest. (Courses fulfilling the requirement in Field 2 Philosophy come primarily from the department of Philosophy.)

Field 3: Arts

Courses that enable students to understand the aesthetic dimension of creative work in the fine arts and/or literature and to articulate how that creative work mirrors and shapes human experience. (Courses fulfilling the requirement in Field 3 Arts come primarily from the departments of Fine Arts, English, Classics, and

¹⁶ Broad exposure to the tradition of the liberal arts. The tradition of the liberal arts is an invitation to recognize the multiple ways that natural and social phenomena have been studied and categorized. Courses in the liberal arts encourage students to reflect about their inner lives, to consider how attention to the life of the mind bears upon reality, to discern the human relationship to the natural world and to social institutions.

¹⁷ Goal 1. Academic Excellence: a. in the Jesuit tradition, are intentional learners who can adapt to new environments, integrate knowledge and continue learning throughout their lives; b. demonstrate a breadth of knowledge across many humanistic, scientific and social scientific fields. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze, and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts, and debates. c. demonstrate that they can find, evaluate and effectively use information while understanding the ethical and legal issues governing information use.

Modern Languages.)

Field 4: History

Courses that enables students to understand how historians use evidence to study the recorded past, to situate events, artifacts, and experiences in their historical context, and to analyze the process of change over time. (Courses fulfilling the requirement in Field 4 History come primarily from the department of History.)

Field 5: Social Sciences

Courses that enable students to explain, interpret, and critically analyze human behavior and social structures from the perspective of the social science through which the courses are offered. (Courses fulfilling the requirement in Field 5 Social Sciences come primarily from the departments of Sociology, Anthropology, and Criminal Justice; Political Science; Economics; and Communication Studies)

Field 6: Natural Sciences

Courses that enable students to explain, interpret, and critically analyze the natural world using the scientific method from the perspective of the natural science through which the courses are offered. (Courses fulfilling the requirement in Field 6 Natural Sciences come primarily from the departments of Biology, Chemistry, and Physics.)

Field 7: Mathematical Sciences

Courses that enable students to reason quantitatively, abstractly, or computationally about the world using the symbol systems rooted in quantitative measures, logical analysis, and/or algorithms to solve practical problems. (Courses fulfilling the requirement in Field 7 Mathematical Sciences come primarily from the departments of Computer Science and Mathematics and Statistics.)

Courses designated in any Field may have more learning objectives in addition to these related directly to the Core goal.

Knowledge and Skills Attributes¹⁸

In March 2007, the Faculty Senate approved into the Core Curriculum six requirements which cross disciplines and divisions that address matters central to the Catholic and Jesuit tradition of education and necessary for preparing students for the modern world.¹⁹

Attributes are not additional courses; rather they are learning goals expressed in some specific ways in all disciplines. Attributes are divided into two categories:

¹⁸ These descriptions were developed originally by the CCC, reviewed by the EPC (per Faculty Senate direction in September 2008), and modified as a result of input from the EPC. Both committees and their respective chairs are in agreement that the descriptions and student learning objectives reflect the substance and spirit of the March 2007 "Core: Mission and Structure." They were formally submitted to the Faculty Senate in January 2009.

¹⁹ "Attributes derive from recognition that some issues, central to the Catholic and Jesuit tradition of education and necessary for preparing students for the modern world, cross disciplines and divisions."

Knowledge (Justice, Ethics, Diversity, Global Awareness) and Skills (Advanced Writing-intensive, Oral Communication). All these goals are understood to manifest themselves differently in the many types of intellectual engagement specific to disciplines.

Any course may be designed with attributes as long as the course has a significant component on the specific Core goal.²⁰ “A significant component” is defined as either a substantial portion of the course materials or a component of the course materials, no matter of what magnitude, that guides students’ understanding of all other materials. Courses with either contemporary or historical frames of reference will be considered for Attribute designations. This requirement to foster particular knowledge and skills is grounded on the ideal of academic excellence inherent in the mission of the College and seeks to promote the intellectual and ethical life of its students.²¹ The requirement for Knowledge and Skill designated courses is consonant with Goals 2, 3, 4 and 6 of the current Canisius College Institutional Learning Goals.²²

Attribute designations may appear on courses that students take in fulfillment of Core requirements, major requirements, and free electives.²³ The specific Core goal and related student learning objectives for each Knowledge and Skill are described, including the processes for submitting information about student learning for the purposes of assessment.

Diversity Designation

In March 2007, the Faculty Senate approved into the Core Curriculum a requirement of one course designated as a Diversity course. The Core goal is that students will develop an understanding of the multicultural character of the United States by giving attention to the cultural differences within the United States in many areas of society.²⁴ This Core goal is grounded on the assumption that education ought to provide students with the intellectual tools and expansive perspectives by which to examine their own communities and values as well as the communities and values of people different from them.

²⁰ “One course may carry two attributes where one is a knowledge attribute and one is a skill attribute.” Foundations courses and Core Capstones may express attribute goals, but they do not fill the requirement.

²¹ Adapted from “The College Mission.”

²² Goal 2. Communication Skills: a. demonstrate that they can write and speak with clarity and precision in both their academic disciplines and in more general situations; Goal 3. Integrity and Civility: a. demonstrate knowledge of general ethical and moral issues as well as ones specific to their fields of study. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze, and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts, and debates. Goal 6. Jesuit, Catholic Intellectual Tradition: a. demonstrate a familiarity with dimensions of the Catholic and Jesuit intellectual traditions as they occur in literature, art, science and social teaching.

²³ “Attributes are required experiences and skills that are fulfilled by completion of courses within or outside of a student’s major which have been approved for the attribute.”

²⁴ “One course that develops an understanding of the multicultural character of the United States. Focus will be upon attentiveness to cultural differences within the United States in many areas of human life.”

The Core goal supports the College's mission to foster an atmosphere of understanding and respect in dialog with other intellectual and spiritual traditions and to continue the Jesuit principle of care for individual persons.²⁵ The Core goal to engage the issue of diversity through intellectual investigations is consonant with Goals 3 and 4 of the current Canisius College Institutional Learning Goals.²⁶

Courses granted the Diversity designation will have a significant component of the course content related to the topic of diversity and multiculturalism in the United States, including both of the student learning objectives below. Through a Diversity-designated course, students will be able to:

1. Identify and describe the diverse and multicultural character of the United States through at least one aspect of society (cultural, ethnic, political, religious, gender etc.).
2. Analyze and evaluate the dynamics created by the diversity under investigation in the course.

Diversity-designated courses may have more learning objectives in addition to those associated with the Core goal.

Ethics Designation

In March 2007, the Faculty Senate approved into the Core Curriculum a requirement of one course designated as an Ethics course. This Core goal requires that students will develop an understanding of personal action, the good in terms of human agency, happiness, and living a worthwhile life. Focus will be upon moral issues, living well, and the frameworks that make living well intelligible, both personally and professionally.²⁷ This Core learning goal is grounded on the assumption that an understanding of ethics is an integral part of educating the whole person.

The Core goal supports the College's mission to promote the intellectual and ethical life of its students, helping to prepare them for productive careers as well as for meaningful personal lives and positive contributions to human progress.²⁸ The Core goal to engage the students in the exploration of ethics is in consonant with Goals 3 and 6 of the current Canisius College Institutional Learning Goals.²⁹

²⁵ Adapted from "The College Mission."

²⁶ Goal 3. Integrity and Civility: a. demonstrate knowledge of general ethical and moral issues as well as ones specific to their fields of study. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze, and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts, and debates.

²⁷ "One course that develops an understanding of personal action, the good in terms of human agency, happiness, and living a worthwhile life."

²⁸ From "The College Mission."

²⁹ Goal 3. Integrity and Civility: a. demonstrate knowledge of general ethical and moral issues as well as ones specific to their fields of study; Goal 6. Catholic Jesuit Intellectual Tradition: a. demonstrate a familiarity with dimensions of the Catholic and Jesuit intellectual traditions as they occur in literature, art, science and social teaching.

Courses granted the Ethics designation will have a significant component of the course content related to ethics, including both of the student learning objectives below. Through an Ethics-designated course, students will be able to:

1. Identify criteria and principles necessary for moral evaluation.
2. Critically evaluate how conceptions of moral obligation and competing ethical theories contribute to living a worthwhile life as an individual and/or a social being.

Ethics-designated courses may have more learning objectives in addition to those associated with the Core goal.

Global Awareness Designation

In March, 2007 the Faculty Senate approved into the Core Curriculum a requirement of one course designated as a Global Awareness course. The Core goal is that students will develop an awareness of nations, countries, regions, communities and cultures outside of the United States.³⁰ This Core goal is grounded on the assumptions that we live in an increasingly interconnected world, and that a liberal arts education ought to provide students with the intellectual tools and understandings to comprehend global events.

The core goal also supports the Canisius College mission to foster an atmosphere of understanding and respect in dialogue with other intellectual and spiritual traditions.³¹ The Core goal to engage students in an awareness of global topics is consonant with Goals 3 and 4 of the current Canisius College Institutional Learning Goals.³²

Courses granted the Global Awareness designation will have a significant component of the course content related to the topic of global awareness, including all the student learning objectives below. Through a Global Awareness-designated course, students will be able to:

1. Identify and describe aspects of the history, cultures and/or political systems of at least one country, region or community outside the United States.
2. Demonstrate how the history, culture, or politics under consideration contributes to the ways that people in different parts of the world view themselves.
3. Use this knowledge to understand their own position in the world.

Global Awareness-designated courses may have more learning objectives in addition to those associated with the Core goal.

Justice Designation

³⁰“One course that develops an understanding of geographic regions other than the United States. Focus will be upon the histories, cultures, and/or political systems of countries across the globe.”

³¹ Adapted from “The College Mission”

³² Goal 3. Integrity and Civility: b. act with civility and integrity in pursuit of the responsible use of human freedom. Goal 4. Critical Thinking and Problem Solving: b. identify, analyze, and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts and debates.

In March 2007, the Faculty Senate approved into the Core Curriculum a requirement of one course designated as a Justice course. The Core goal is that students will develop an understanding of the nature of justice, including the tension between justice and power, as well as the causes of injustice. The focus will be upon the promotion of justice.³³

This Core goal is grounded on the assumption that justice is a first virtue of community institutions, and it supports the College's mission to teach the responsible use of human freedom in a value-oriented community which incorporates concern for spiritual and human factors as well as pragmatic ones.³⁴ The Core goal to engage the issue of justice through intellectual investigations is consonant with Goals 3 and 4 of the current Canisius College Institutional Learning Goals.³⁵

Courses granted the Justice designation will have a significant component of the course content related to the topic of justice, including all of the student learning objectives below. Through a Justice-designated course, students will be able to:

1. Demonstrate an understanding of justice.
2. Describe the factors, including power, that create, permit, or mitigate the conditions of injustice.
3. Explain how justice can be done.

Justice-designated courses may have more learning objectives in addition to those associated with the Core goal.

Advanced Writing-intensive Designation

In March 2007, the Faculty Senate approved into the Core Curriculum a requirement of one course designated as an advanced Writing-intensive course with significant emphasis on using writing as a way to learn. The Core goal is that students will engage in the process of drafting, re-writing, and editing at an advanced level, with extensive commentary and assistance of instructors.³⁶

Writing is a hallmark of academic course work, and the faculty of Canisius College expects students beyond the first year to write with increasing skill and sophistication. The faculty expects skilled writers to demonstrate that they understand audience and purpose, can develop logical arguments integrating

³³One course that develops an understanding of the nature of justice, including the tension between justice and power, as well as the causes of injustice. Focus will be upon the promotion of justice."

³⁴Adapted from "The College Mission."

³⁵Goal 3. Integrity and Civility: a. demonstrate knowledge of general ethical and moral issues as well as ones specific to their fields of study. Goal 4. Critical Thinking and Problem Solving: a. synthesize new knowledge and apply it to present and future problems; b. identify, analyze and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts and debates.

³⁶One course with significant emphasis on using writing as a way to learn course material. Development of students' writing abilities will be a main focus of courses so designated. Students will engage in the process of drafting, re-writing, and editing with extensive commentary and assistance of instructors, producing compositions that are better developed, better organized, and more stylistically sophisticated than in FYS 101 and ENG 101." Students must complete FYS 101 and ENG 101 before taking a course designated as Advanced Writing-intensive.

appropriate ideas and evidence, produce readable and correct prose, and work with integrity. Further, they expect that upper-class students can write competently within the norms of different disciplines, including their own. The Core goal to develop advanced writing skills is consonant with Goals 1 and 2 of the current Canisius College Institutional Learning Goals.³⁷

Courses granted the Advanced Writing-intensive designation must be offered at the 200-level and above and will include significant writing instruction aimed at developing writing skills at the advanced level, including at least 20 pages of polished prose and all of the following student learning objectives:

1. Students will demonstrate understanding of course content through written assignments.
2. Students will demonstrate understanding of audience and purpose, as well as develop logical arguments integrating appropriate ideas and evidence in grammatically correct prose.
3. Students will demonstrate a writing process including revision, practiced with academic integrity.
4. Students will demonstrate understanding of appropriate or discipline-specific writing styles, standards, and conventions.
5. Students will demonstrate citation styles specific to the area of academic study through which the course is taught.

Advanced Writing-designated courses may have more learning objectives in addition to those associated with the Core goal.

Oral Communication Designation

In March 2007, the Faculty Senate approved into the Core Curriculum a requirement of one course designated as an Oral Communication course. The Core goal is that students will develop abilities to communicate effectively and appropriately in a range of contexts, including face-to-face, through practicing their skills at both sending and receiving messages.³⁸ Effective communication helps maintain a sense of community as well as an ability to craft consensus in an increasingly diverse and complex world. Preparation for life in the modern world requires sensitive and skillful communication with those of widely different backgrounds, cultural experiences, and values.³⁹

A required oral communication course emphasizes the most basic and universal concepts and skills that cut across many fields such as listening respectfully and critically, explaining points clearly, asking questions to gain understanding, adapting messages to different contexts, and solving problems in groups.⁴⁰ The

³⁷Goal 1. Academic Excellence: c. demonstrate the skills and habits of mind that derive from that knowledge and sustain its further growth. Goal 2. Communication Skills: a. demonstrate that they can write [. . .] with clarity and precision in [. . .]; c. integrate current technologies into research and communication.

³⁸ One course with significant emphasis on enhancing students' abilities to communicate effectively and appropriately in a range of contexts. Students will practice their skills at both sending and receiving messages. Assignments and activities might include: presentations, public speaking, debates, interviewing, group/team projects, and mock trials.

³⁹ Adapted from the National Communication Association.

⁴⁰ Adapted from the National Communication Association.

faculty expects skilled communicators to demonstrate that they understand audience and purpose, can develop logical arguments integrating appropriate ideas and evidence, and can frame presentations intended for learning through listening. The Core goal to develop effective oral communication skills is consonant with Goals 1 and 2 of the current Canisius College Institutional Learning Goals.⁴¹

Courses granted the Oral Communication designation will have a significant component of the course content related to developing effective oral communication skills. Courses will qualify that present both of the following student learning objectives:

1. Demonstrate ability to convey information and ideas orally.
2. Demonstrate ability to understand, interpret, and evaluate information and ideas delivered orally.

Oral Communication-designated courses may have more learning objectives in addition to those associated with the Core goal.

Core Capstone

⁴¹ Goal 1. Academic Excellence: c. demonstrate a depth of knowledge in one or more fields of learning; they demonstrate the skills and habits of mind that derive from that knowledge and sustain its further growth. Goal 2. Communication Skills: Canisius students: a. demonstrate that they can [. . .] speak with clarity and precision in both their academic disciplines and in more general situations; b. demonstrate that they can listen [. . .] with both literal comprehension and critical awareness in both their academic disciplines and more general situations; c. integrate current technologies into research and communication.