



**Wartburg Plan of Essential Education  
Goals and Student Learning Outcomes  
Approved September 23, 1999**

**Inquiry Studies**

**IS 101: Asking Questions, Making Choices (writing intensive)**

**Goals and Outcomes**

The intended goals (numbers) and outcomes (bullets under goals) for this course follow.

1. Students will understand the primary characteristics of a liberally educated person.
  - Students will articulate and describe the primary characteristics of a liberally educated person.
2. Students will become critical inquirers.
  - Students will be able to identify and explain
    - the thesis of a text.
    - the author's position.
    - the assumptions, strengths, and limitations in a text.
  - Students will develop information literacy by
    - designing and performing search strategies.
    - gathering and using appropriate information and materials for projects and assignments.
    - effectively evaluating the quality of information sources.
  - Students will assess their tolerance for ambiguity and reflect on the implications for their engagement in critical inquiry.
3. Students will become more effective communicators.
  - Students will demonstrate effective communication through
    - civil discourse.
    - small group interactions.
    - various kinds of writing/composition.
4. Students will become responsible for their education and actions.
  - Students will be able to demonstrate the attitudes and behaviors of active learners.

- Students will develop an appreciation for and a commitment to continued engagement with the world beyond the classroom.
- Students will develop and utilize strategies for making successful adjustments to college life.
- Students will explore connections among their interest, aptitudes, and educational goals.

**IS 201: Living in a Diverse World: individual section subtitle (writing intensive)**

**Goals and Outcomes**

1. Students will recognize challenges and opportunities in a world characterized by a complex array of cultures and subcultures.
  - Students will be able to articulate the extent to which their own and society's perceptions, beliefs, and values are critically influenced by culture.
  - Students will be able to articulate the value of human diversity as an enriching aspect of personal and societal life.
  - Students will be able connect their understanding of human diversity to a specific cultural topic/theme.
2. Students will connect a "widened view of the world" to liberal learning.
  - Students will understand the connection between tolerance for ambiguity and an openness to diversity.
3. Students will become more sophisticated critical inquirers.
  - Students will be able to
    - identify and explain the thesis of texts of various types
    - identify and explain the author's position.
    - identify and explain the assumptions, strengths & limitations in a text.
    - evaluate the quality of arguments/positions in a text.
    - synthesize information.
  - Students will refine their information literacy skills by
    - designing & performing more sophisticated search strategies for gathering and using information & materials for projects and assignments.
    - evaluating more rigorously the quality of information sources.
4. Students will become more effective communicators.
  - Students will demonstrate effective communication through:
    - civil discourse.
    - small-group interaction.
    - various kinds of writing.
  - Students will develop skills of effective interaction with diverse others.

**Faith and Reflection**

**RE 101 outcomes:**

- Students will acquire a basic knowledge of the content of the Old and New Testament writings and the historical contexts from which they emerged.
- Students will recognize the formative influence of the biblical tradition upon western civilization and reflect on its significance for contemporary life.
- Students will be able to identify and articulate their own religious and/or philosophical values and to engage in constructive dialogue with others whose values may differ.

**Second Faith and Reflection course outcomes:**

- Students will understand how Christian traditions or Western philosophical traditions have addressed ultimate questions of significance, meaning and worth in human experience.
- Students will heighten their ethical sensitivity in areas of personal and social responsibility.
- Students will be able to identify and articulate their own religious and/or philosophical values and to engage in constructive dialogue with others whose values may differ.

**Lifetime Wellness****Goals**

1. Students will gain a thorough understanding of their individual wellness as it relates to specific topics, such as cardiovascular fitness, muscular strength and endurance, nutritional fitness, flexibility and body composition, and emotional wellness.
2. Students will learn to develop and maintain physical activity across their entire life span in order to promote lifelong wellness.
3. Students will understand the concept of total health and fitness such that the student can attain a degree of wellness based on their unique abilities and interests.

**Outcomes**

- Students will be able to apply the knowledge and tools needed to develop a personal cardiovascular program for lifelong wellness.
- Students will be able to apply the knowledge and tools needed to develop a personal muscular strength and endurance program for lifelong wellness.
- Students will complete a comprehensive nutritional analysis and be able to implement changes to improve their overall nutrition.
- Students will be able to assess their body composition using various techniques and understand how this information applies to other areas of their individual wellness.
- Students will understand the role of a lifetime exercise program and nutrition as keys to a successful weight loss and/or maintenance program.
- Students will learn various stress management techniques and gain an understanding of the importance of stress management as it relates to emotional health.

## **Verbal Reasoning Courses**

### **Goals for Verbal Reasoning Courses**

1. Students will develop **reading** skills for the close careful analysis of text and the comprehension of its meaning.
2. Students will gain and/or sharpen **writing** skills which employ correct English form and usage as well as the techniques of advanced argumentation.
3. Students will be able to employ **critical thinking** to distinguish facts from opinions, identify intelligent and productive approaches to the issues of our time, shape well-supported and logically reasoned positions regarding these issues, and analyze others' and one's own arguments.
4. Students will develop **speaking** skills which enable them to communicate clearly, confidently, and rationally in various rhetorically appropriate presentational forms.

### **Outcomes for EN 112**

- Students will write grammatically and effectively.
- Students will use Wartburg's library and the Internet for information gathering.
- Students will distinguish facts from opinions and support assertions with evidence.
- Students will shape individual positions into sound deductive, inductive, and Toulmin-style arguments, one being a research argument.
- Students will utilize the MLA or APA styles of documentation; handle quoted, paraphrased, and summarized material accurately, honestly, and correctly.

### **Outcomes for Oral Communication (.5 cc)**

- Students will understand the nuances of effective informative and persuasive oral presentations
- Students will construct and deliver effective communications
- Students will craft and incorporate presentational media.

## **Mathematical Reasoning**

### **Goals**

1. Students will reason and solve problems using a system of numeric or symbolic concepts as encountered in the fields of mathematics, computer science, or logic.
2. Students will recognize errors, fallacies, or distortions in the presentation of logical arguments, problem solutions, or displays of quantitative information.
3. Students will apply the principles and skills of mathematical reasoning to generate a solution (or solutions) to problems commonly encountered in several different types of everyday experiences.

4. Students will pursue additional learning of quantitative, critical thinking, and problem solving skills, building on their foundation in mathematical reasoning.

### **Scientific Reasoning w/lab**

#### **Goals**

1. Students will read, interpret, critically examine, and apply information pertaining to scientific research, models, and theories.
2. Students will recognize the difference between scientifically supportable arguments and those grounded solely in opinion.
3. Students will perform experiments and/or make observations and draw quantifiable conclusions.
4. Students will describe and use some of the various theoretical and observational methodologies that are unique to science.

### **Foreign Language (Intercultural Understanding)**

#### **Goal**

1. Students will better understand a culture other than their own through the study of a foreign language.

#### **Outcomes**

- Students will demonstrate a minimum proficiency in a foreign language equal to one term of introductory study at the college level.
- Students with previous language instruction will advance to a higher level of comprehension, speaking, and writing.
- Students will be able to identify the relationship that exists between the development of a particular culture and its language.

### **Interconnected Courses**

- 1 cc Natural Science with lab
- 1 cc Social Science
- 1 cc Humanities/Fine Arts
- 1 cc Humanities/Fine Arts or Social Science

#### **Goals**

1. Students will broaden their education by sampling courses from diverse disciplines.
2. Students will develop an appreciation for the disciplines of the liberal arts through a greater understanding of their interdependence.

#### **Outcomes**

- Students will analyze common concepts, content, processes, and resources in two or three disciplines.

- Students will demonstrate understanding of the connections and contrasts between two or more disciplines.
- Students will analyze underlying assumptions in the disciplines being studied.

### **Interdisciplinary Course**

#### **Goals**

1. Students will understand the dynamic tension between separate disciplines and domains.
2. Students will understand the limits and power of disciplines in addressing the phenomenon or problem.
3. Students will develop an holistic understanding of the phenomenon or problem based on the integration of knowledge and tools contributed by various disciplines.

#### **Outcomes**

- Students will identify and clarify salient disciplinary concepts and skills, with special focus on the discipline of their major.
- Students will use differing perspectives to reach a policy/problem solution.

### **Capstone**

#### **Goals**

1. Students will explore the historical and philosophical developments of the major discipline.
2. Students will evaluate values and ethics related to their major discipline.

#### **Outcomes**

- Students will prepare a summative paper, project or experience as an integral part of the course.
- Students will address questions of values and ethics in problem-solving related to their major discipline.

### **Diversity Across the Curriculum (DAC)**

#### **Goal**

1. Students will develop a greater recognition and understanding of the value of human diversity as an enriching aspect of life.

#### **Outcomes**

- Students will connect a “widened view of the world” to liberal learning.
- Students will connect their understanding of human diversity to a specific cultural topic/theme.

- Students will compare and contrast their own culture with the culture being studied.

## **Written and Oral Communication Across the Curriculum**

### **Goals**

1. Students will write clearly, confidently, and persuasively.
2. Students will use writing as a means of enhancing their learning.
3. Students will learn the writing conventions and genres appropriate to their major.

### **Outcomes**

- Students will produce written work that is varied in kind and length (e.g., drafts, informal writing, essay test, in-class papers, journals, collaborative writing, polished papers, etc.).
- Students will produce written work to meet a variety of purposes (e.g., as a learning/discovery tool, to stimulate reflection and/or discussion, to demonstrate their mastery of course content, to present information in a form and style appropriate to a specific discipline, etc.).
- Students will produce finished written work that responds to constructive feedback during the writing process.

## **Oral Communication Across the Curriculum**

### **Goals**

1. Students will communicate clearly, confidently, and persuasively.
2. Students will establish competence in presentational forms relevant to their major(s).

### **Outcomes**

- Students will present information clearly and confidently.
- Students will select and implement appropriate organizational strategies in their communications.
- Students will operate effectively in small groups through participation and facilitation.

## **Information Literacy**

### **Goal**

1. Students will find, use, and evaluate information appropriate for their learning tasks.

### **Outcomes**

- Students will identify problems requiring information solutions.

- Students will demonstrate a conceptual understanding of the search and evaluation process.
- Students will develop and perform search strategies for gathering information and appropriate materials.
- Students will understand and apply criteria for evaluating information.
- Students will effectively integrate and synthesize appropriate information in their work.
- Students will present and document information in ways appropriate to their purposes.

Edited July 20, 2000

Edited June, 2011