Wartburg Plan of Essential Education
Goals and Student Learning Outcomes
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Inquiry Studies

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

This first-year course develops students' critical inquiry and communication skills as they take responsibility for their education and actions within the context of becoming Wartburg liberally educated persons. Must be completed during the first year.

Student Learning Outcomes
1. Students will describe and reflect critically on the primary characteristics of a liberally educated person (CLO#1)
2. Students will demonstrate information literacy skills by designing and performing search strategies, gathering and using appropriate information and materials for projects and assignments, and effectively evaluating the quality of information sources (CLO #1)
3. Students will demonstrate critical inquiry through the ability to identify and explain the thesis of a text and to identify and evaluate evidence supporting the thesis (CLO#2)
4. Students will demonstrate responsibility for their education and actions by articulating educational and professional goals and developing ethical strategies for realizing those goals (CLO#4)
5. Students will communicate effectively through varying modes, such as civil discourse, small group interactions, and various kinds of writing and composition (CLO#5)

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

This course expands students' critical inquiry and communication abilities as they recognize the challenges and opportunities of living in a diverse world and connect this "widened view of the world" to liberal learning. Must be completed during the second year.

Student Learning Outcomes
1. Students will demonstrate critical inquiry through the ability to identify and explain the thesis of a text (e.g., readings, films, presentations, performances, lectures, recordings, etc.) and to identify and evaluate evidence supporting the thesis (CLO#2)

2. Students will demonstrate information literacy skills by
   a. designing and performing search strategies.
   b. gathering and using appropriate information and materials for projects and/or assignments.
   c. effectively evaluating the quality of information sources (CLO#1)

3. Students will communicate effectively through varying modes, such as civil discourse, small group interactions, and/or various kinds of writing and composition (CLO#5)

4. Students will articulate, using terms and concepts specific to the course, the broad and various ways in which they are shaped by a diversity of cultural elements (through a paper, reflection, presentation, performance, poster, etc.) (CLO#1)

5. Students will demonstrate basic cultural competence skills (i.e., awareness of the non-universality of cultural patterns and assumptions; and use of language and approaches that are respectful and inclusive) through a summative assignment (paper, in-class essay, presentation, project, poster, etc.) (CLO#6)

Faith and Reflection
As a college of the Church in the Lutheran tradition, Wartburg is committed to fostering critical reflection on faith, values, and questions of ultimate significance and to helping students to integrate their religious and/or philosophical viewpoints with the rest of their learning. The purpose of this segment of the Wartburg Plan is to provide students with the fundamental knowledge and patterns of thought necessary to accomplish these goals.

RE 101 Student Learning Outcomes:
1. Students will analyze the contents of the Old and New Testament writings in relation to the historical contexts in which they emerged (CLO#1)
2. Students will apply a basic knowledge of standard biblical overview sources and their relevance and usefulness to biblical interpretation and analysis (CLO#2)
3. Students will examine the significance of biblical texts on contemporary life and how biblical texts may inform their own quest for meaning in the world (CLO#2)
4. Students will explain the formative influences of the biblical tradition(s) upon western civilization (CLO#4)
5. Students will examine the significance of biblical texts on contemporary life and how biblical texts may inform their own quest for meaning in the world (CLO#5)

Second Faith and Reflection course outcomes:
1. Students will be able to describe how religious, theological and/or philosophical traditions have addressed questions of ultimate significance, meaning or worth in human experience (CLO#2)
2. Students will construct an ethical response in an area of personal and social responsibility (CLO#4)
3. Students will define their own religious and/or philosophical values and engage in constructive dialogue with others whose values may differ (CLO#6)

Lifetime Wellness
Lifetime Wellness courses will enable students to develop a concept of total health and fitness based on a student's individual ability and capacity. The experiences in this course will give students the tools necessary to implement a plan for developing and maintaining positive lifelong wellness habits.

Student Learning Outcome
1. Student will develop a plan for maintaining positive lifelong wellness habits (CLO1)

Verbal Reasoning Courses
All students will take EN 112 Intermediate Composition (1 cc) and COM 112 Oral Communication (.5 cc). English 112 is a pre- or co-requisite to the .5 credit course because many of the organizational patterns used to present information exist in both spoken and written communication.

Common Student Learning Outcomes for Verbal Reasoning Courses
1. Students will use a clear organizational framework (CLO#2 & 5)
2. Students will construct clear and logical arguments devoid of fallacious reasoning (CLO#2 & 5)
3. Students will research and use sound evidentiary support (CLO#2 & 5)

Student Learning Outcomes for EN 112 (1 cc)
1. Students will locate, evaluate, and use information from a variety of resources and employ at least one conventional style of documentation (CLO#2 & 5)

Student Learning Outcomes for COM 112 (.5 cc)
1. Students will effectively construct and use presentational aids (CLO#2 & 5)

Mathematical Reasoning (1 cc)
Mathematical Reasoning refers to the ability to transform elements of a problem or argument into a defined system of numerical or conceptual equivalents which are then manipulated in accordance with a set of principles or rules of mathematical or logical operation. MA 90 competency is a prerequisite for any Mathematical Reasoning course.

Student Learning Outcomes
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

(CLO#1)
2. Students will recognize errors, fallacies, or distortions in the presentation of logical arguments, problem solutions, or displays of quantitative information (CLO#1)
3. Students will apply the principles and skills of mathematical reasoning to generate a solution (or solutions) to real-world problems (CLO#1)

Scientific Reasoning w/lab
Wartburg College believes that an understanding of the scientific process is crucial in a technological age. The purpose of this requirement is to help students to understand that science, while dealing with objective observation, is shaped by the subjective judgments of its practitioners.

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)
The study of a foreign language provides a valuable skill in an increasingly interconnected world, and it fosters insight and sensitivity to concepts, issues, practices and events which are embedded in different cultures. Foreign language study complements the Plan's focus on diversity in IS 201 and Cultural Competency Across the Curriculum.

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
Interconnected Courses (IC's) are designed to follow the Inquiry Studies (IS) courses and to continue the development of students' understanding of the fundamental assumptions and methods used by scholars throughout the curriculum. IC courses emphasize the connections and contrasts among disciplines and within the liberal arts. Requirements include:

1 cc Natural Science with
lab 1 cc Social Science
1 cc Humanities/Fine Arts
1 cc Humanities/Fine Arts or Social Science
A course approved as satisfying the IC requirement cannot be used to meet another
Essential Education requirement, except for the "Across the Curriculum" components.

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 beingstudied.

Interdisciplinary Course
The Interdisciplinary (ID) course, taken in the third or fourth year, involves examination of a major ethical, cultural, or intellectual phenomenon or problem. ID courses build on the integrative thinking skills cultivated in the first and second-year Inquiry Studies courses (IS 101 and 201) by adding explicit attention to the assumptions, methods, and concepts of specific disciplines from the humanities/fine arts, social sciences, and natural sciences. The phenomena or problems engaged at this level require students to be aware of the underlying premises of the disciplines (including their own major), in multiplistic analysis and problem solving. Consequently, as an upper-level course in Essential Education, the ID course provides an opportunity for synthesis of discipline-specific knowledge with integrative processes first introduced in the IS sequence.

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

The capstone is the culminating Essential Education course for Wartburg students. It is a specific senior-level course which integrates the goals of the Wartburg Plan of Essential Education and the content of the academic discipline or area of major. To this end, students in the capstone will address values and ethics in the context of the philosophical, historical, and applied dimensions of an academic area.

Student Learning Outcome
1. Students will demonstrate an understanding of the ethical considerations of their academic discipline through a summative assignment (paper, in-class essay, presentation, project, poster, etc.).

Cultural Competence Across the Curriculum (CCAC)
The Wartburg community is committed to creating and maintaining an inclusive environment which recognizes and values diversity. We promote intercultural understanding and informed dialogue in the development of lifelong leadership and service in a global and multicultural society. Diversity concepts and issues are introduced in IS 201 and foreign language courses and are reinforced and expanded in DAC courses.

Student Learning Outcomes
1. Students will articulate, using terms and concepts specific to the course, the broad and various ways in which they are shaped by a diversity of cultural elements (through a paper, reflection, presentation, performance, poster, etc.) (CLO#6)
2. Students will demonstrate basic cultural competence skills (i.e., awareness of the non-universality of cultural patterns and assumptions; and use of language and approaches that are respectful and inclusive) through a summative assignment (paper, in-class essay, presentation, project, poster, etc.) (CLO#6)

Written and Oral Communication Across the Curriculum
Wartburg College believes that thinking logically and expressing oneself persuasively in both writing and speaking is crucial to effective learning, citizenship, and professional life. The two Verbal Reasoning courses provide a foundation for students' continued work in written and oral communication across the curriculum.

Writing Across the Curriculum (WAC)
During their first and second years, students take EN 112 and the writing intensive IS courses. During their third and fourth years, students take two additional writing intensive courses, one of which should be in their major(s).

Student Learning Outcomes
1. Students will write in a manner appropriate for academics and the professions: grammatically and effectively (CLO#5)

Oral Communication Across the Curriculum
During their first year, students take the .5 cc Oral Communication course. Skills developed in this course are reinforced and extended in projects and assignments in courses in the majors. Instructional design, feedback, and interventions will be used to continuously

improve these skills.

Student Learning Outcomes
1. Students will use a clear organizational framework (CLO#2 & 5)
2. Students will construct clear and logical arguments devoid of fallacious reasoning (CLO#2 & 5)
3. Students will research and use sound evidentiary support (CLO#2 & 5)
4. Students will effectively construct and use presentational aids (CLO#2 & 5)
5. Students will use effective delivery styles (CLO#2 & 5)

Information Literacy
Information literacy skills are introduced, practiced, and reinforced within the Plan in English 112, IS 101, RE 100, IS 201, and Scientific Reasoning. In addition, students will continue to develop discipline-specific information literacy skills with increasing sophistication throughout the major as part of projects and assignments embedded in required courses.

Student Learning Outcomes
1. Students will strategically find information appropriate to their learning tasks (CLO#1 & 2)
2. Students will perceptively evaluate and choose information appropriate to their learning tasks (CLO#1 & 2)
3. Students will effectively and ethically use information appropriate to their learning tasks (CLO#1 & 2)