

St. Olaf College General Education Curriculum
The Active Body: Moving Toward Health & Well-Being Requirement

Description:

One course of any credit value in which students engage in a body-based movement practice or activity as the primary mode of learning. Courses with the *Active Body* attribute expand students' experiences in and understanding of the capacity of movement to develop and promote lifelong health and well-being of the whole person.

Administrative guidelines:

1. Student athletes on college-sponsored teams will be exempt from the Active Body requirement due to the rigorous, consistent, and mentored attention to student health and well-being.
2. Students participating in club sports, intramural teams, and dance clubs will not be exempt to the Active Body requirement since they lack mentorship by faculty or professional coaching staff and consistent attention to student health and well-being.
3. The Active Body requirement may be earned in a fractional credit course.

Intended learning outcomes:

Students will:

1. Learn a movement practice.
2. Analyze the relationship between movement practices and health and well-being.
3. Evaluate how the course material has impacted their knowledge and attitudes regarding movement practices, health, and well-being.

Course guidelines:

1. The course must promote the idea of learning through physical experience. The course may also include the teaching of biomechanical principles that the movement practice employs.

Comment: Active Body courses exist on a spectrum, and the wide range of courses offering the Active Body requirement will provide learning experiences for all students.

2. The course must encourage the development of both short and long-term health and well being.

3. The course must show that the body is a dynamic and adaptive organism that is interconnected with cognitive and sensory systems and processes. Reflection can be shown through class discussion, journaling, and writing assignments.

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Christian Theology in Dialogue Requirement

Description:

This course focuses on the dialogue between Christian theology and the theology (or its equivalent) of another religious tradition or between Christian theology and another form of inquiry. For example, this course could pair Christian theology with science or with American politics.

Learning Outcomes:

Students will:

1. Identify the central concerns of the dialogue partners.
2. Identify the contexts of the dialogue.
3. Construct theological knowledge in response to the dialogue.
4. Evaluate the consequences for the communities involved in the dialogue.

Course Guidelines:

Christian theology is critical reflection on God in conversation with many disciplines, religions, and traditions to provide norms for Christian thinking, practice, and many other considerations. Thus, Christian theology takes up a wide variety of other subjects. Christian theologians have long been interdisciplinary and have directly used—for example—historical, textual, or philosophical work in service of their own aims. For this course, the dialogue partner must offer a perspective that is not another Christian theological perspective. Differences in methodology and substantive claims between Christian theology and the dialogue partner need to be explicit. The course also requires attention to a specific dialogue initiated by a specific concern, event, issue, or problem. This course should be divided equitably between the dialogue partners.

- 1. Identify the central concerns of the dialogue partners.**
 - a. Students should understand the relevant underlying claims, influences, and what is at stake for both dialogue partners. These claims show students the who, what, when, where, how, and why particular to each dialogue partner as they approached the dialogue.
 - b. Christian theological knowledge most often is expressed in the form of intellectual claims or propositions. However, this does not exclude a dialogue rooted in other kinds of inquiry. In these cases the dialogue might develop in terms of both implicit and explicit claims of various kinds. For example, a dialogue could concern works of fine art, which make more implicit claims. Or it might center upon forms of affective

experience, as is common in indigenous spiritualities and many new religious movements.

2. Identify the contexts of the dialogue.

The relevant contexts leading to initiation of the dialogue must also be examined. These contexts include at least one particular problem, debate, or conflict that makes dialogue important as well as other factors influencing the partners ability to engage in and sustain dialogue. These factors may be persistent and contemporary, historical, or even hypotheticals proposed by the instructor. Perhaps there was a missed opportunity for a dialogue in the past that the course can now explore, like that between views of the natural world from pre-modern Christian theologians and neo-Darwinian theorists. Or perhaps a dialogue needs to be revisited or continued, such as the history and contemporary problem of Christian anti-Judaism. Or the problem may be that another discipline or method could benefit from a dialogue with some aspect of Christian theology. The problem does not have to originate within Christian tradition but can be an occasion of any sort so long as it is made explicit.

3. Construct theological knowledge in response to the dialogue.

Constructing knowledge in response to dialogue necessitates self-examination of theological claims, which may in turn result in revising some claims and recommitting to others as well as developing new claims or abandoning some entirely. For example, engagement with neo-Darwinian accounts of life and its emergence may first result in revision of theological claims about the creation of life. It may then instigate further self-examination focused on God's actions and power, perhaps resulting in revisions to pre-dialogue pictures of God.

4. Evaluate the consequences for the communities involved in the dialogue.

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St. Olaf College General Education Curriculum Creativity Requirement

Description:

A course in which students explore "making and doing" - the experience of creation, whether the creation in question takes the form of a studio art project, a film, a poem, a dance or theater performance or a music piece. Students can also fulfill this requirement by study of the creative processes of "making and doing."

Intended learning outcomes:

Students will:

1. Practice and/or analyze creativity as a dynamic process.
2. Analyze the purpose and impact of a creative act or process.

Course guidelines:

1. Students develop their understanding of the creative process according to course emphasis, which will be creative practice, analysis, or creativity, or a combination of these approaches. They will link this understanding to the course context, such as science, technology, entrepreneurship, or the arts. Practicing or analyzing creativity as a dynamic process will involve consideration of factors such as innovation, imagination, curiosity, strategic thinking, and/or the various stages of development involved in the creative process.

Comment:

- Courses may also focus on creative elements in the re-creation of an existing work, as in dance, music, or theater performance.
- In courses that involve creative practice (e.g. creative writing, studio art, music, theater, dance), students will demonstrate their understanding of the creative process through reflection and analysis of their own creative work and/or the work of their peers.
- Reflection and analysis of creativity may also take place in courses outside the arts, such as courses on entrepreneurship or invention in a scientific or technological context.
- In a course that involves the study of creativity in an artistic context (e.g. literary study, art history), students will demonstrate their understanding through close analysis of creative choices made by authors or artists in their work.

2. Students develop their understanding of the purpose and outcome of a creative act differently depending on the type of course -- i.e. whether the course emphasizes a student's own creative work or that of established artists, or whether the course involves creativity as a form of problem solving.

Comment:

- Creativity and imagination can bring new things and ideas into existence. Courses in creativity should emphasize how creative acts can impact the world, whether by altering a specific creator's approach, sparking a new mode of expression, or responding to a problem.

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St. Olaf College OLE Core General Education Curriculum Ethical Reasoning in Context Requirement

Description: Ethical Reasoning in Context (1 course). Students develop an understanding of a range of ethical perspectives and the contrasts among them within a scholarly field (e.g., history, biology, computer science, philosophy) or a domain of inquiry (e.g., politics, human development, the environment, love and friendship). Students will apply those perspectives to relevant questions and controversies and critically examine their assumptions and limitations.

Intended learning outcomes:

Students will:

1. Evaluate a range of ethical perspectives.
2. Apply these ethical perspectives to specific questions.
3. Identify or critically evaluate their own ethical views.

Guidelines:

1. An "ethical perspective" is any perspective that is substantially oriented towards questions about what is morally right, good, just, or valuable. A "range" of perspectives means a plurality of perspectives that present theoretically or practically significant contrasts in relation to the course topic. Exactly how many perspectives should be presented will vary across course topics, though in most cases it would be at least three. In their course proposals, instructors should give a rationale for how the course content represents a range of significantly contrasting perspectives.
2. "Specific questions" is construed broadly to encompass diverse questions about what to do, how to live, and who we should strive to be, on an individual or social scale. It is not intended to imply value judgements regarding the importance or significance of some questions over others.
3. This requirement does not presume that students will enter or leave the course with a systematic set of ethical commitments on the course topic. It does require, however, that the course afford them a substantial opportunity to explore and reflect on some of their own ethical views and to try to articulate them in relation to course content. Identifying uncertainty or gaps in one's own ethical point of view could be a way of fulfilling this requirement. Students in lower level courses might focus on identifying ethical views, while upper level students could be expected to critically evaluate those views.

St. Olaf College OLE Core General Education Curriculum

Global Histories and Societies Requirement

Description:

Students interrogate the ways in which the past is known, constructed, deconstructed, curated and preserved by the present. Courses will focus on analyzing and understanding textual, artistic, environmental and/or oral evidence within the broader historical and cultural contexts in which they were created.

Intended learning outcomes:

Students will:

1. Critically examine the causes and consequences of historical events.
2. Investigate the contested nature of historical interpretation.
3. Analyze evidence within its broader historical and cultural contexts.
4. Communicate historical knowledge.

Course guidelines:

1. **Critically examine the causes and consequences of historical events.** This outcome is global in scope and intent; it does not privilege any tradition, region, or time period, and embraces trans-national or trans-regional histories. The goal is to acknowledge both the contingency of human affairs and the ways in which inherited economic structures, political institutions and cultural traditions shape historical developments. “Historical events” allude to key turning points, as well as large scale social, political, intellectual, and cultural transformations within one or more society.
2. **Investigate the contested nature of historical interpretation.** Historical knowledge is construed as not simply a series of facts or past events; rather, we recognize historical knowledge as something that undergoes a continual process of contestation and change, due to the incomplete nature of the historical record and the continually evolving expectations and concerns of present audiences. Students successfully meet this ILO by identifying, comparing, and assessing the ways in which the past is known, constructed, reinterpreted, curated, and preserved.
3. **Analyze evidence within its broader historical and cultural contexts.** “Historical and cultural context” are intentionally broad terms, embracing a wide range of subjects and phenomena. This includes institutional, intellectual, and creative contexts. “Evidence” may include textual, artistic, material, environmental, or oral evidence, but shall not be

limited to these forms, nor is it expected that a given history course would necessarily utilize all of them.

4. **Communicate historical knowledge.** The intention is to take an expansive view as to what constitutes “communication” of historical knowledge. This includes the core mode of expression in the argumentative essay, but may also involve other means, such as oral presentations and visual displays, as well as digital humanities projects.

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Natural Science Requirement

Description:

Natural Science (1 course). Using scientific paradigms and methods, students will learn about and develop skills to lead a meaningful and responsible life in the natural world that all inhabit. This course engages students in observation, measurement, experimentation, and the interpretation and analysis of data.

Intended learning outcomes:

Students will:

1. Demonstrate knowledge of content or principles of a natural science discipline.
2. Generate and/or test hypotheses using data about the natural world.
3. Engage in dialogue using knowledge and data.
4. Integrate scientific knowledge within a context of broader understanding.

Course guidelines:

1. Natural science courses support meaningful and responsible living by promoting scientific literacy. These courses develop an understanding of a specific disciplinary or interdisciplinary field within the natural sciences. Students should demonstrate understanding that the nature of science involves subjecting ideas, theories, and hypotheses to experimental tests. Students should also demonstrate an understanding that scientific knowledge is the product of an evolving consensus.
2. Students should have an opportunity to engage regularly with scientific methods. Methods will vary by discipline and topic, but all students should use data to test hypotheses or identify patterns that generate new hypotheses. Data may be obtained from a variety of methods, including observation, measurement, experimentation, or acquisition of existing datasets. Testing hypotheses includes critically examining the scope and limitations of the hypothesis itself as well as the methods used to test it. Natural science courses shall include a significant experiential component that allows students to meet these goals. While a dedicated lab section is a practical way to achieve this component; this objective can be met through other formats.
3. Students should demonstrate an ability to communicate scientific ideas precisely. This means that students should be able to use scientific language appropriately to describe and interpret data, and to think coherently about science. Dialogue may take many

forms, including composing a lab notebook, discussing an investigation with peers or in relation to published literature, reading and responding to scientific writing in popular media, or giving oral or poster presentations. In any format, dialogue may rely on graphical and other visual evidence.

4. Students should engage in structured opportunities to analyze or apply their learning. Students should consider the aims and limits of natural science as a way of knowing (what it can and cannot do) and/or the relationship between course content and an issue, topic, or personal experience. These activities should help students to connect their science learning with their ideas about a meaningful or responsible life in the natural world that we all inhabit. Reflection could be one effective tool for achieving these goals.

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OLE experience in Practice Requirement

Description:

The OLE Experience in Practice (1 course; can be satisfied by a non-credit bearing experience). Students will engage in work that integrates academic and experiential learning by applying classroom theories and ideas in a practical setting and/or drawing upon experiential learning to advance their understanding in an academic setting. All students will have the opportunity to benefit from the mentoring, guided inquiry, and reflection that characterize experiential learning.

Intended learning outcomes:

Students will:

1. identify emerging vocational or academic interests based on the experience.
2. integrate coursework with the experience.
3. evaluate skills and roles, including those that help them contribute to the community.

Course Guidelines:

1. All of these ILOs are in the context of an experience in a practical setting in which the student is actively engaged through mentoring, guided inquiry, and reflection.
2. The college recognizes two types of categories of experiences, but If there is no explicit mentoring, guided inquiry and reflection in the course, it will not count for GE credit:
 - a. those linked to courses in the curriculum;
 - b. individual customized experiences.

Except on rare occasions, this experience must follow the First Year Experience.

3. Examples of experiences linked to the current curriculum may include but are not limited to:
 - a. credit-bearing St. Olaf faculty-led courses, such as off-campus programs; Directed Undergraduate Research; Academic Civic Engagement; licensure courses; practicums; internship reflection seminars; Center for Interdisciplinary Research;
 - b. other credit-bearing experiences, such as academic internships, independent research or independent study projects, provider or direct-enroll off-campus study, and transfer credit for which a student would have to petition to have it count;

- c. non-credit bearing St. Olaf faculty-led cohort programs, such as Collaborative Undergraduate Research and Inquiry, Mayo Health Scholars, Magnus the Good fellowships, and other programs for which the faculty supervisor can submit for approval prior to experience.

- 4. Special circumstances: other non-credit bearing experiences, such as internships, research experiences, and employment outside of the college connected to the academic program. The requirement for non-St Olaf experiences will be fulfilled by students taking a 0.5 FTE credit-bearing St Olaf integration seminar (does not have to happen concurrently with the experience, but within the academic year following the experience). Under special circumstances, a student would be permitted to petition to have the non-credit bearing experience count.

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St. Olaf College OLE Core General Education Curriculum OLE Seminar Requirement

Description:

This course emphasizes critical thinking, conversation, collaboration, and academic habits for the liberal arts. Students learn key skills like locating and evaluating academic sources, as well as reading, reflecting, and responding to texts. Students will cultivate their own curiosity while also learning how to engage in community, better understanding their responsibilities to each other.

Intended learning outcomes:

Students will:

1. practice habits that support academic success
2. utilize a range of sources
3. practice inclusive collaboration

Course guidelines with Curriculum Committee comments:

1. The OLE Seminar course (part of the First-Year Experience) guides students in responding to OLE question 1: *In what ways can I understand the world and my role in it?* This course is not designed to deliver any particular disciplinary content; rather, instructors are free to explore any content that will excite and engage them and their students as they navigate college knowledge and academic skills.
2. St. Olaf students enter their first year of college with varying levels of awareness and comprehension of college environments and expectations. The OLE Seminar should provide opportunities for all students, regardless of background, to learn how a college is organized, to practice accessing resources, and to understand the purpose of a liberal arts education. Faculty teaching an OLE Seminar course are encouraged to collaborate with co-curricular programming, such as St. Olaf Orientation to Academics and Resources (SOAR), to help students meet ILO #1. Course proposals for OLE Seminar courses should specify such collaborations or other plans for students to meet ILO #1.
3. The OLE Seminar is a place for students to cultivate intellectual curiosity through engaging independently with source material a variety of sources (ILO #2) and engaging collaboratively with others (ILO #3). A “variety of sources” refers to multiple sources that can be in different formats, such as written, digital, or video. OLE Seminar courses should provide opportunities for students to read and annotate these sources for deep understanding, to reflect on and respond to these sources, and to understand how these sources communicate to particular audiences for particular purposes.

4. The OLE Seminar should provide opportunities for students to prepare for, train for, and participate in inclusive classroom discussion and collaboration. Specific skills include engaging with difference and different points of view, learning how to listen, and learning how to have difficult conversations. Collaborative exercises and projects are highly encouraged. This course also provides students with an initial academic space to understand and respond to the ways that systems of power and privilege intersect, create inequities, and affect identities and communities.

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St. Olaf College OLE Core General Education Curriculum

Power and Race Requirement

Description:

Students gain knowledge of how race and ethnicity can contribute to inequality in contemporary U.S. society, and how these forms of inequality interact with other social characteristics and institutions such as gender, religion, sexual orientation, social class, the environment (among others). Students acquire familiarity with cultural differences and their contributions to a diverse society. Courses must discuss the U.S. but need not focus on it exclusively.

Intended learning outcomes:

Students will:

1. Explain how race and ethnicity are embedded in U.S. power dynamics, and can produce and sustain inequality.
2. Identify cultural differences and evaluate how they are shaped by power, privilege, and inequality.
3. Analyze race and ethnicity using concepts and tools of inquiry.
4. Reflect critically on how race, ethnicity, power, privilege, and inequality shape their own experiences and the experiences of others.

Course guidelines:

1. Courses will vary in emphasis, structure, and approach, but all must provide explicit, deep, and sustained attention to race and ethnicity in the United States, and to the interaction of race and ethnicity with other forms of structured inequality and oppression. The knowledge gained should aid students in constructing a shared language for understanding and critically engaging issues related to race, ethnicity, and power. Race and ethnicity should be considered alongside other forms of identity and dynamics of power and inequality, including gender, religion, sexual orientation, social class, and the environment. This list is provided to highlight some important areas of concern and is not exhaustive. Consideration should be given to the ways that ideologies and power structures produce and racialize identities, while obscuring and even erasing others. Concern for contemporary U.S. society should take priority, however, courses need not confine themselves to the U.S. exclusively.

2. Courses can address the complex and contested language of culture in ways that are appropriate for the subject matter and goals of each particular class. A nuanced approach to cultural difference should give attention to the dynamic interactions among cultural identity, power, and inequality. "Privilege" is understood here as the advantages and benefits enjoyed by members of a group that come at the expense of others. Students should demonstrate an ability to recognize and respond to different approaches to understanding cultures, as insiders or outsiders, while developing a sense of respect and humility.
3. Both disciplinary and interdisciplinary methods and tools of inquiry are appropriate. Faculty are encouraged to describe the most appropriate way to engage students in robust inquiry and critical analysis. Students should be able to compare and explain the relative merits of different methods and tools of inquiry utilized in the course.
4. All courses should provide opportunities for students to connect learning about power and race to their own lives and experiences. Students should practice skills and habits necessary for critical self-reflection and conversation, such as respect, recognition, courage, and cultural humility.

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St. Olaf College OLE Core General Education Curriculum Quantitative and Computational Reasoning Requirement

Description:

Quantitative and Computational Reasoning (1 course). Students gain knowledge of quantitative and computational methods. They learn how to apply quantitative and computational problem-solving and knowledge in specific contexts.

Intended learning outcomes:

Students will:

1. Identify quantitative and computational approaches to solving a problem.
2. Represent and interpret information in numeric, symbolic, or graphical forms.
3. Describe and use an appropriate computational approach to address a problem in context.
4. Evaluate interpretations derived from quantitative analysis.

Course guidelines:

1. Students should be able to identify how and when a complex problem can be broken into smaller, more tractable parts. They should recognize when patterns, structures, aggregates, and models can be productively employed to advance knowledge or insights to a particular question. Students should be able to identify when basic mathematical or statistical skills (such as arithmetic, algebra, geometry, and data analysis) can contribute to problem solving. Students should identify tools and approaches that could be used to explain patterns and to solve problems in context. Problem solving should be interpreted broadly to include advancing knowledge and providing critical insights to questions arising in a disciplinary or interdisciplinary context.
2. Students should engage in the process of representing and interpreting information presented in numerical, symbolic and graphical forms. They should receive instruction in the use of basic mathematical and/or statistical skills used to represent and interpret information. They should use these skills to interpret arguments and draw conclusions. Students should be able to communicate and interpret information symbolically, visually, and/or numerically.
3. Students should use models or data to engage in analysis of one or more complex problems arising in a disciplinary or interdisciplinary context. This analysis can be used to draw conclusions, or to make predictions, or to support arguments. Some examples of

computational approaches include algorithmic design, computations using a spreadsheet, pattern recognition, and writing computer code.

Students may address problems by, among other things, offering solutions, informed critiques, critical insights, or possible causal relationships. Students' descriptions of a computational approach will demonstrate their understanding of the methods involved and the appropriateness of the computational tool.

4. Students will critically evaluate their quantitative analysis. They will demonstrate recognition of the assumptions or limitations inherent in the conclusions derived from quantitative and computational methods. They will be able to make judgments in the "absence of sufficient information or in the face of inconsistent evidence" (Steen, 24, 2004). As appropriate, students will be able to compare the merits of various approaches for addressing a particular problem in context.

Useful sources:

Elrod, Susan. Quantitative reasoning: The next "across the curriculum movement." <https://www.aacu.org/peerreview/2014/summer/elrod>. 2014.

Pollock, Lori, Chrisytalla Mouza, Kevin Guidry, and Kathleen Pusecker. Infusing computational thinking across disciplines: Reflections and lessons learned. https://dl.acm.org/doi/pdf/10.1145/3287324.3287469?casa_token=DbO9fIUx5IEAAAAA:OgbDp2ADiURt8HeZsuX3oO-a0buayzeSIZvIQ3d5MtGdeGLfVAMllzuGQ2XBcZF5j-5aJk pPqy-Y. 2019.

Shute, Sun, Asbell-Clarke, "Demystifying computational thinking," Educational Research Review, 2017, <https://www.sciencedirect.com/science/article/pii/S1747938X17300350> .

Steen, Lynn. *Achieving quantitative literacy: An urgent challenge for higher education*. Mathematical Association of America. 2004

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St. Olaf College OLE Core General Education Curriculum

Religion, Faith and Values Requirement

Description:

This course builds religious literacy with a focus on one religious tradition or a set of related religious traditions. Students develop the skills necessary for critically interpreting and understanding religious life as well as a more complex understanding of religion's place in the world. This includes the relationship of religion with community and/or the natural world, and its role in answering fundamental questions about existence, meaning, and ethics.

Intended Learning Outcomes:

Students will:

1. Critically interpret religious life.
2. Identify how religious life shapes the world and human understanding.
3. Identify how the world shapes religious life.

Course Guidelines:

Developing a working understanding of religious life requires the ability to understand it from several perspectives. After completion of the course, students should understand important elements of a specific type of religious life from both within and without. The course might also provide students opportunities to reflect upon their own religious or non-religious identity. For example, students studying Buddhism could be given a chance to "try it on" and imaginatively inhabit the Buddhist life as well as be able to consider Buddhism from the vantage of what it might mean to a non-religious person. However, critical study of religion could be engaged without explicitly giving students such opportunities. In their course of study, it may prove useful for students to consider broad questions about religion like: What is religion? What does it mean to live a religious life? What kinds of practices are commonly incorporated into religious communities? Examination of these questions should help students critically interpret the specific type of religious life that is the focus of the course as this course is not a world religions or survey of religion course.

1. Critically interpret religious life.

- a. Definitions of religious life are specific to the religion in question but in general this concept refers to the texts, symbols, beliefs, experiences, and activities through which religious communities and individuals within those communities make sense of and give meaning to the world around them. The key elements of

religious life vary according to the religious tradition under examination as well as the internal diversity present in each tradition. Thus, the specific topics investigated by students will be dictated by the specific religion upon which the course is focused.

- b. Critical study of religious life requires utilizing methods appropriate to the phenomena being examined. The study of sacred texts, for example, involves textual, historical, and cultural analysis along with consideration of the community or tradition's religious concerns. Individuals or specific religious groups may be the subject of this course as ways of introducing particular religious traditions so long as they are taken as part of, dissenting from, or otherwise contributing to a particular religious tradition.
- c. Critical interpretation of religious life requires both thinking descriptively and analytically in methodologically appropriate ways about the commitments and practices of the religious life studied from the perspective of an adherent as well as an outside observer.

2. Identify how religious life shapes the world and human understanding.

Religious life has effects beyond itself. For example, religious ideas affect law, economies, industry, natural science, family systems, literature and the arts, and much more.

3. Identify how the world shapes religious life.

Critical interpretation of religion requires analyzing religion according to its composition, influence, and emergence from non-religious factors. These factors might be material, social, historical, or otherwise. For example, a biblical studies course might examine how Rome's imperial power influenced the gospel writers' accounts of Jesus of Nazareth. These factors may not be recognized by the religious communities; they may even be at odds with religious people's own self-understanding. For example, historical factors influencing the creation of sacred texts may be invisible to the community that takes them as authoritative.

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Social Sciences Requirement

Description:

Students use social science approaches to better understand the complexity of human systems. The examination of these systems through theories and empirical evidence helps students understand their intersection with specific communities and/or the wider environment, while developing their ability to evaluate social science research.

Intended learning outcomes:

Students will:

1. Interpret how human behavior and social systems shape one another.
2. Examine research methods and modes of gathering evidence.
3. Evaluate human systems and contexts through discipline-relevant theories.

Course guidelines:

1. This interpretative work may focus on individual or group-level behavior, and may explore intersections between groups, systems, and structures.
2. This examination might include a wide range of approaches, either qualitative or quantitative, that help students learn to critically assess empirical evidence.
3. Courses will, even on an emergent level, help students identify how theories help to understand evidence in a more complex light. This evaluative work may focus on the limitations and criticisms of critical approaches, and/or may include comparisons between different analytical approaches to human systems.

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St. Olaf College OLE Core General Education Curriculum

World Languages and Cultures Requirement

Description:

This requirement aims to develop language skills and the ability to use those skills to interpret authentic texts and reflect critically on the connections and differences between one's own experience and the diverse experiences and perspectives of users of other languages.

Administrative Guidelines: Depending on placement, most incoming students will complete at least one course and a maximum of three courses at St. Olaf in order to fulfill the requirement. Most students fulfill this requirement by:

- completing a 4th-semester or higher course in French, German, or Spanish
- OR
- completing a 3rd-semester or higher course in Chinese, Greek, Japanese, Latin, Norwegian, or Russian

However, students who begin French, German, or Spanish in the 1st-semester course fulfill the language requirement by completing the 3rd-semester course.

Intended learning outcomes:

Using language skills commensurate with national standards for the level and language completed, students will:

1. interpret materials made by and for communities that use the language.
2. explain multiple perspectives on issues of cultural significance for at least one studied culture.
3. examine critically the diverse experiences and perspectives of users of other languages.
4. produce and/or explain language appropriate for the topics and contexts studied.

Course guidelines:

1. The speed and depth with which language skills develop vary depending on factors that include proximity of the target language to one's own language(s), length of language

study, and differences in writing systems. National professional associations for language teaching maintain and periodically update learning goals and assessment tools that can help determine language- and level-specific targets.

As essential examples, the American Council on the Teaching of Foreign Languages (ACTFL) has drafted "[Performance Descriptors for Language Learners](#)" and has collaborated with the National Council of State Supervisors for Languages (NCSSFL) to produce the "[2017 NCSSFL-ACTFL Can-Do Statements](#)" to guide learners, educators, and stakeholders in determining targets and assessing progress. Such national standards provide benchmarks that identify appropriate differences between languages and levels.

2. Learners must use authentic materials in the target language produced by and for communities that use the language in order to critically examine diverse experiences and perspectives, including reflecting on and reframing their own experiences.

“Authentic materials” refers to materials such as texts and other cultural products from real-world contexts, as opposed to textbooks written for language learners. In practice, these materials are primarily textual but could include a broad range of media, including videos (films, music videos, vlogs), advertisements, social media posts, etc. “Authentic” does not necessarily mean “native.” Communities that might produce appropriate authentic materials include, for example, non-native speakers who use the language in contexts of linguistic minorities, immigration, or a globalized workforce.

3. Courses must help students apply language skills in functionally and culturally appropriate ways.
 - a. Language functions refer to what students can do with the language (for example, identify main ideas, express preferences, give instructions, ask questions, etc.); these are achieved through the use of language forms (grammar and vocabulary).
 - b. Appropriate use of language skills requires application of cultural knowledge about contexts, register (for example, informal versus academic), cultural practices, etc.
 - c. In the case of modern languages, the development of reading, writing, speaking, and listening are consistent goals. In the case of Latin and Ancient Greek, more emphasis is placed on reading comprehension (the study and interpretation of written texts).

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St. Olaf College OLE Core General Education Curriculum Writing and Rhetoric Requirement

Description: First-Year Experience: Writing and Rhetoric (1 course: 100 level). This course engages students in academic and public discourse (audience, purpose, genre, context) related to a particular topic. Students write in multiple genres and engage in writing as a systematic, interactive process. They understand, evaluate, and use appropriate technologies for different purposes and audiences.

Intended learning outcomes:

Students will:

1. **Develop** a research-driven project
2. **Apply** effective strategies to make a case
3. **Analyze** a variety of sources
4. **Engage** in writing as a systematic, iterative process

Course guidelines with Curriculum Committee comments:

1. Writing & Rhetoric students will develop a project in which they make a case with guidance from course materials at least in part provided by the instructor. As part of this process, students will consider how the course materials engage with audience, purpose, genre and context. Their writing or other forms of communication will be informed by modeling what outside authors have done within the context of the course.
2. Students must consider the audience and purpose of their writing within the course structure. Writing & Rhetoric students will be learning about and applying rhetorical strategies appropriate for their audience. For example, students will select tone, evidence, language, technology and communication style to engage the intended audience.
3. Students will be expected to identify, investigate, or examine evidence.
4. The process of writing is very similar in all three GE writing courses. Students will follow a writing process that involves generating drafts, responding to and providing feedback, revising, editing and proofreading. The sophistication with which students do this in Writing and Rhetoric will be less than in the other two courses.

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St. Olaf College OLE Core General Education Curriculum Writing Across the Curriculum Requirement

Description:

Taught at the 200-level, this course bridges the First-Year Experience foundations of critical reading, writing, inquiry, discussion, and information literacy with deeper learning and transfer as students navigate one or more majors or concentrations, engage in academic and co-curricular experiences that invest in vocation, and develop a sense of their place and role in community.

Administrative guideline: Students can fulfill more than one GE in a course if Writing Across the Curriculum is one of the requirements.

Intended learning outcomes:

Students will:

1. analyze a variety of texts using a particular disciplinary or interdisciplinary perspective
2. use communication strategies appropriate for one or more specified audiences
3. engage in writing as a systematic, iterative process

Course guidelines with Curriculum Committee comments:

1. Students will build on skills introduced and practiced in Writing and Rhetoric by considering disciplinary ways of knowing and evaluating and making choices about purpose and audience. In these courses, “text” is defined broadly to include written texts, visual texts, quantitative information, or performances. Students could be asked to compose formally and/or informally in response to texts and may connect or contrast how different rhetorical choices affect delivery of content in different texts. In some disciplines, students may also continue to develop research skills practiced in Writing and Rhetoric.
2. Students will learn and practice communication strategies for particular audiences and purposes that may address some, but not all, of the following areas: interpersonal, professional, academic, and/or civic contexts. Different genres, such as personal narrative, textual or quantitative analysis, and creative and/or reflective writing can be incorporated. Students can also be asked to write in a variety of media, such as print, digital and/or visual, as appropriate to the writing situation. For example, a course could include writing assignments for the same audience using different media, or for different audiences using the same media.
3. Students will practice writing as a process throughout the sequence of Writing and Rhetoric, Writing Across the Curriculum, and Writing in the Major. The writing process includes composition, responding to and giving feedback, refining to fit a given audience, revising, and editing.

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St. Olaf College OLE Core General Education Curriculum Writing in the Major Requirement

Description: Writing in the Major (1 course or its equivalent). A single course or a set of modules distributed across two or more courses that provide writing instruction and practice relevant to a specific major and build upon knowledge and skills developed in the "First-Year Experience" (especially "Writing and Rhetoric") and "Writing Across the Curriculum". As appropriate, this requirement engages students in multimodal writing, including visual and oral communication. At a minimum, half of this requirement must be at the 300-level.

Administrative guideline: At least half this requirement must be at the 300-level.

Intended learning outcomes:

Students will:

1. **Develop** a research-driven or creative project.
2. **Implement** appropriate communication strategies
3. **Create** original content or **Evaluate** evidence or arguments
4. **Engage** in writing as a systematic, iterative process

Guidelines:

1. Students will write for an appropriate audience in a form that is relevant to the field. Students at this level will be able to work more independently than in Level 1 or 2 courses. The type of writing will vary by discipline. For example, a studio art major might write museum notes for their senior show, a political science student might write a comparative literature review evaluating a public policy, and a science major might write a scientific journal article.
2. Students will consider the audience and purpose of their writing within the course structure. Writing in the Major students will design and implement (Synthesis & Application Levels) communication strategies that are appropriate in the field. For example, students will select tone, evidence, language, technology and communication style to engage the intended audience.
3. Students in Writing in the Major courses will either create original content *or* evaluate evidence or arguments to make a case. These students will be working at a higher level (Synthesis and Evaluation Levels) than students in Writing and Rhetoric or Writing Across the Curriculum courses.

4. The process of writing is very similar in all three GE writing courses. Students will follow a writing process that involves generating drafts, responding to and providing feedback, revising, editing and proofreading. The sophistication with which students do this in Writing in the Major courses will be higher than the other two courses.

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