

Curriculum Committee Resolution 19/20-18

Date: April 30, 2020

To: St. Olaf Faculty  
From: Curriculum Committee  
Re: Intended Learning Outcomes

At the May 7, 2020 Faculty Meeting, the Curriculum Committee will move that the faculty approve the Intended Learning Outcomes for the following Ole Core General Education Requirements.

- Christian Theology in Dialogue Requirement
- Creativity Requirement
- Ethical Reasoning in Context Requirement
- Natural Science Requirement
- Power and Race Requirement
- Quantitative and Computational Reasoning Requirement
- Religion, Faith and Values Requirement
- Social Sciences Requirement
- The Active Body: Moving Toward Health and Well-Being Requirement
- World Languages and Cultures Requirement
- Writing Across the Curriculum Requirement
- Writing in the Major Requirement

## **St. Olaf College OLE Core General Education Curriculum 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.

### **Intended Learning Outcomes:**

*Students will:*

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

### **Course Guidelines:**

**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. Course content, focus, and emphasis should be divided equitably between the dialogue partners.
- c. 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. Formulate theological claims in response to the dialogue.**

Formulating claims in response to dialogue necessitates self-examination of theological knowledge, 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.**

# St. Olaf College OLE Core General Education Curriculum Creativity Requirement

## Description:

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. Practice and/or analyze creativity as a dynamic process.**

Students develop their understanding of the creative process according to course emphasis, which will be creative practice and/or analysis, 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.

- a. 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. Courses may also focus on creative elements in the re-creation of an existing work, as in dance, music, or theater performance.
- b. 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.
- c. 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 elements in the work.

### **2. Analyze the purpose and impact of a creative act or process.**

- a. 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.
- b. 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.

# St. Olaf College OLE Core General Education Curriculum

## Ethical Reasoning in Context Requirement

### Description:

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.

### Course Guidelines:

#### **1. Evaluate a range of ethical perspectives.**

An "ethical perspective" is any perspective that is substantially oriented towards questions about what is morally right, good, just, or valuable. Some characteristic examples would be varieties of utilitarianism, Marxism, feminism, Thomism, libertarianism, or Buddhism. 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. Apply these ethical perspectives to specific questions.**

"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. Identify or critically evaluate their own ethical views.**

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 Natural Science Requirement

## Description:

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 within the natural sciences.
2. Generate and/or test hypotheses using data about the natural world.
3. Communicate ideas and claims using scientific knowledge and data.
4. Integrate scientific knowledge within a context of broader understanding.

## Course Guidelines:

- 1. Demonstrate knowledge of content or principles within the natural sciences.**  
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. Generate and/or test hypotheses using data about the natural world.**  
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. Communicate ideas and claims using scientific knowledge and data.**  
Students should demonstrate an ability to accurately communicate scientific ideas. This means that students should be able to use scientific language appropriately to describe and interpret data, and to think coherently about science. The form of communication depends on the course and activity; some examples include: 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, the communication may rely on graphical and other visual evidence.

- 4. Integrate scientific knowledge within a context of broader understanding.**  
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 can help students to connect their science learning with their ideas about a meaningful and responsible life in the natural world that we all inhabit. Reflection could be one effective tool for achieving these goals.

# 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 inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.
2. Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.
3. Analyze race and ethnicity using concepts and tools of inquiry.
4. Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.

## Course guidelines:

- 1. Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.**

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 be included, however, courses need not confine themselves to the U.S. exclusively.
- 2. Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.**

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. Analyze race and ethnicity using concepts and tools of inquiry.**

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. Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.**

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.



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

## Description:

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. Represent and interpret information in numeric, symbolic, or graphical forms.
2. Identify and use quantitative and computational approaches to solve a problem in context.
3. Evaluate interpretations derived from quantitative analysis.

## Course Guidelines:

- 1. Represent and interpret information in numeric, symbolic, or graphical forms.**  
Students will engage in the process of representing and interpreting information presented in numerical, symbolic and graphical forms. They will receive instruction in the use of basic mathematical and/or statistical skills used to represent and interpret information. They will use these skills to interpret arguments and draw conclusions. Students will communicate and interpret information symbolically, visually, and/or numerically.
- 2. Identify and use quantitative and computational approaches to solve a problem in context.**  
Students will be able to identify how and when a complex problem can be broken into smaller, more tractable parts. They will identify and use tools and approaches to explain patterns and to solve problems arising in a specific disciplinary or interdisciplinary context. These analyses might be used to draw conclusions, make predictions, inform critiques, identify possible causal relationships, or support arguments. Some examples of quantitative and computational approaches include algebra, algorithmic design, mathematical models, spreadsheet computations, statistics, and writing computer code. Problem solving should be interpreted broadly to include advancing knowledge and providing critical insights to questions arising in a disciplinary or interdisciplinary context.
- 3. Evaluate interpretations derived from quantitative analysis.**  
Students will critically evaluate their own and/or others' quantitative analyses. 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:OqbDp2ADiURt8HeZsuX3oO-a0buayzeSIZvIQ3d5MtGdeGLfVAMllzuGQ2XBcZF5j-5aJkpPqy-Y](https://dl.acm.org/doi/pdf/10.1145/3287324.3287469?casa_token=DbO9fIUX5IEAAAAA:OqbDp2ADiURt8HeZsuX3oO-a0buayzeSIZvIQ3d5MtGdeGLfVAMllzuGQ2XBcZF5j-5aJkpPqy-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.

# 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 will understand important elements of a specific type of religious life from the perspectives of both adherents and outside observers. The course might also provide students opportunities to reflect upon their own religious or non-religious identity. 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.

## St. Olaf College OLE Core General Education Curriculum 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. Analyze social systems and human behavior within those systems.
2. Examine research methods and modes of gathering evidence.
3. Evaluate social science theories.

### Course Guidelines:

- 1. Analyze social systems and human behavior within those systems.**  
This analytical work may focus on individual or group-level behavior, and may explore intersections between groups, systems, and structures. It may also focus on analyzing how social systems and human behavior influence one another.
- 2. Examine research methods and modes of gathering evidence.**  
This examination might include a wide range of approaches, either qualitative or quantitative, that help students learn to critically assess empirical evidence.
- 3. Evaluate social science theories.**  
Students will learn to evaluate and critique the strengths and limitations of discipline-specific theories. Students will use theories to provide an analytical framework for evidence. Students will identify how systematic observations are used to evaluate and modify theories in an ongoing process of refinement.

# St. Olaf College OLE Core 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.

### Intended Learning Outcomes:

*Students will:*

1. Learn a movement practice.
2. Analyze the relationship between movement practices and health and well-being.

### Course Guidelines:

Most courses that meet this requirement should have alternative versions of movement practices to support differently abled students. Faculty are committed to continuing the practice of making accommodations that allow students with physical limitations to participate in courses.

#### **1. Learn a movement practice.**

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. 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. Analyze the relationship between movement practices and health and well-being.**

The course must encourage the development of both short and long-term physical and mental health and well-being. The course must show that the body is a dynamic and adaptive organism that is interconnected with cognitive and sensory systems and processes.

# 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:

*Students will:*

1. Demonstrate understanding of materials made by and for communities that use the language.
2. Compare multiple perspectives on issues of cultural and/or linguistic significance for at least one studied culture.
3. Analyze the diverse experiences and perspectives of users of the language studied.
4. Produce and/or explain language appropriate for the topics and contexts studied.

## Course Guidelines:

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), duration 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 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.

**1. Demonstrate understanding of materials made by and for communities that use the language.**

Learners must demonstrate their understanding of authentic materials in the target language produced by and for communities that use the language. "Authentic materials" refers to materials such as texts and other cultural products from real-world contexts, as opposed to materials created or edited specifically for language learners. These materials include a broad range of media, such as texts, videos, advertising, social media posts, etc. "Authentic" does not necessarily mean "native." Communities that might produce authentic materials include, for example, users of the language in contexts of linguistic minorities, immigration, or a globalized workforce.

**2. Compare multiple perspectives on issues of cultural and/or linguistic significance for at least one studied culture.**

**3. Analyze the diverse experiences and perspectives of users of the language studied.**

Analyzing diverse experiences and perspectives includes reflecting on and reframing students' own experiences.

**4. Produce and/or explain language appropriate for the topics and contexts studied.**

- a. Courses must help students apply language skills in functionally and culturally appropriate ways.
- b. Language functions refer to what students can do with the language (for example, identify main ideas, compare and contrast, describe, narrate, etc.).
- c. Appropriate use of language skills requires application of cultural knowledge about contexts, register (for example, informal versus academic), cultural practices, etc.
- d. 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 analysis of written texts).



# 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.

### 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:

**1. Analyze a variety of texts using a particular disciplinary or interdisciplinary perspective.**

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. Use communication strategies appropriate for one or more specified audiences.**

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. Engage in writing as a systematic, iterative process.**

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.

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

### Description:

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. Create original content or evaluate evidence or arguments.
3. Implement communication strategies appropriate to the field.
4. Engage in writing as a systematic, iterative process.

### Course Guidelines:

- 1. Develop a research-driven or creative project.**  
The type of project will vary by discipline, and each department will define what constitutes "research-driven" or "creative" for their major. For example, a studio art major might write museum notes for their senior show, a political science student might write a literature review about research on public opinion toward immigrants, and a science major might write a scientific journal article.
- 2. Create original content or evaluate evidence or arguments.**  
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, including more independently, than students in Writing and Rhetoric or Writing Across the Curriculum courses.
- 3. Implement communication strategies appropriate to the field.**  
Students will consider the audience and purpose of their writing within the course structure, and write for an appropriate audience in a form that is relevant to the field. Writing in the Major students will design and implement 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.
- 4. Engage in writing as a systematic, iterative process.**

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 in the other two courses.