

General Education Outcomes

English & Communications

Miami Dade College

I. Communicate effectively using listening, speaking, reading, and writing skills

A. Intentional Learning Strategies

1. Listening and speaking, group work, lectures, presentations, reading assessments, & class writing

B. Assessment Strategies

1. Listening and speaking
 - a. Feedback, rubrics, peer critiques, instructor feedback
2. Reading
 - a. Response & Questions, interpretation, quizzes, writing
3. Essay Exams
 - a. Have students attend lectures and presentations by FCLA visiting writers
 - b. Have students read books in FCLA reading initiatives and participate in related activities offered
4. Rubrics, holistic scoring, & peer editing
 - a. Write reflection essay on the experience as well as content & style
 - b. Blogging impressions

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II. Use quantitative analytical skills to evaluate and process numerical data

A. Intentional Learning Strategies

1. Obtain data via outside research
2. Analyze & interpret data
3. Present findings in a research paper (Paper utilizing research)
4. Fact vs. Opinion in researched papers

B. Assessment Strategies

1. Criterion
2. Write Placer
3. Presentation of findings used to support research paper & thesis (documented essay)
4. Use of statistics to discern validity of data

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III. Solve problems using critical and creative thinking and scientific reasoning

A. Intentional Learning Strategies

1. Argumentative Series:

- a. Write an essay supporting the students “side” of the argument
- b. Write an essay supporting the opposition (researched)
- c. Write an argumentative essay incorporating material from (a) and (b) plus new research
- d. Use the Gale database “issues and controversies” for the essay of argument
- e. Use preplanning with peers to analyze how to solve writing problems presented by each type of essay

B. Assessment Strategies

1. Argument to the essay evaluated with rubric
2. Research provides support for elements of argument
 - a. Peers analyze how students solved problem in finished essay

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IV. Formulate strategies to locate, evaluate, and apply information

A. Intentional Learning Strategies

1. Internet assignments on endangered languages.
Students use the internet to find information /background/facts/statistics about an endangered ethnolinguistic group (history, population, social, political, economic factors). Although specific sites are recommended, students must delve deeper into the World Wide Web to get all the relevant information. Students then must recommend strategies/ways the language might be saved
2. Ken Macrorie's concept of I-Search(as contrasted with re-search): Students set out to answer a personally meaningful question that requires them to gather relevant information(internet, books, periodicals, interviews, media) to answer the question

B. Assessment Strategies

1. Students prepare a writing report/paper with a clear thesis (recommendation/solution). Then the student must share their results/ideas orally to the class. Each assignment (orally and written) is graded using a rubric
2. Present the topic to the class, whose members can provide leads for interviews, website, and other resources
3. Prepare and submit an I-Search paper documenting the narrative journey of discovery and documenting the outcomes
4. Students peer-edit papers (with guidelines)

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V. Demonstrate knowledge of diverse cultures, including global and historical perspectives

A. Intentional Learning Strategies

1. Readings from diverse cultures
2. Debate on immigration
3. Writing assignments where students reflect on their cultural identity and legacy
4. Writing/presentations on how culture impacts values
e.g. Beauty, valor...
5. Group Discussions
6. Bring writers from diverse backgrounds to class

B. Assessment Strategies

1. Essays that reflect awareness of historical and cultural differences, gender issues, etc.
2. Rubric includes debating
3. Writing and oral communication skills
4. Writing and oral communication skills, research
5. Discussion boards, journals, blogs, peer reviews.
 - a. Cultural awareness quiz online(Harvard)
6. Students critiques of presentation

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VI. Create strategies that can be used to fulfill personal, civic, and social responsibilities

A. Intentional Learning Strategies

1. Service learning and service learning-style assignments
2. Group assignments, peer “tutoring,” peer editing
3. Values, ethics, current events-based essay assignments
4. Attendance policies, due dates
5. Persuasive essay presentations and ensuing class discussions

B. Assessment Strategies

1. Reflection papers, essays
2. Student feedback, improvements in writing or oral presentations
3. Is essay “on topic,” well thought out, reasonable?
4. Success in meeting course requirement.
5. Discussion and comments show understanding of various sides of the issues, Pros and Cons etc.

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VII. Demonstrates knowledge of ethical thinking and its application to its issues in society

A. Intentional Learning Strategies

1. Commit students to read the entire work
2. Design syllabi that include multi-diverse nature of culture (re: Social issues, moral, historical and religious issues)
3. Introduce case studies on legitimate media sources that reflect cultural or social issues
4. Teaching students to be ethical in choosing balance sources
5. Make student aware of the ethical consideration of using sources of borrowing outside information (plagiarism)
6. Develop a unit and incorporate as part of the syllabus called “authentically: detecting and avoiding deceptive language habits” (such as in advertising media commentary politics)

B. Assessment Strategies

1. Critical review
2. Quizzes and exams 1
3. Essays
4. Oral debates and presentation
5. Electronic communication with peers and faculty
6. www.turnitin.com
7. (Related to number 6, international learning strategy)
Turn in homework integral to the unit

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VIII. Use computer and emerging technologies effectively.

A. Intentional Learning Strategies

1. Download of book(s) on mp3
2. Listen to audio poetry (www.poetry.com.etc)
3. Listen to podcasts (ex. Introduction to films)
4. Complete grammar exercises online
5. Use criterion program (writing feed back program)
6. Use Angel/webct (classroom management tool)
Wimba (audio oral feedback on student writing)
7. Search internet or online database research
8. Videotapes speeches
9. Employ DVD player/films/clips
10. Utilize word processing

B. Assessment Strategies

1. Teacher observation-level of participation
2. Create their own poetry, analysis of perspective post-listening (blogging or teacher observation of class discussion)
3. Reaction paper (level of film understanding)
4. Numerical scores (progression of improvement observed in writing)
5. Holistic scores (progression or improvement in writing)
6. Tracking of online visits, online quizzes, electronic paper submission, online discussion
 - a. Effective rewrite or decrease/elimination of level of errors
7. Scored library assignment, documented research paper, scores evaluation
8. Student self-evaluation progress in oral communication skills (teacher observation, class grades)
9. Comparison/contrast essays, research, discussion recognition of techniques that create tone setting, reaches audience
10. Typed drafts, peer feedback, self editing strategies, formatting and revision

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IX. Demonstrate an appreciation for aesthetics and creative activities

A. Intentional Learning Strategies

1. Students put on plays based on reading of story or poem & creation of original dialog among characters
2. Conducting trials of characters
3. Students produce fiction poetry, and creative non-fiction
4. Discussion of reading via discussion questions, dialectical journals, letters to characters & authors
5. Research authors, literary movement theories
6. Students watch films, looking for thematic and theoretical connections to the literature they study
7. Overview of literary terms
8. Attend author lectures, readings (Center for Literary Arts & Book fair)
9. Visits to museums, theatre

B. Assessment Strategies

1. Teacher evaluates written & oral presentation, considering students understanding of literature & participation level in activities.
2. Student jurors evaluate arguments presented according to pre-established classroom criteria
3. Submission of original material to contests & literature magazines
4. Teacher observation-level of participation, classroom feedback
5. Oral presentations, critical papers
6. Written review, contrast essay comparing filmed versions to the literature
7. Matching, fill-in-the blanks test
8. Reaction papers (Interview)
 - a. Additional research→ researched oral &/or written papers

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X. Describe how natural systems function and recognize the impact of humans on the environment

A. Intentional Learning Strategies

1. Write essays of different types that explore natural systems and the impact of humans on the environment (i.e. narration, description, process, cause & effect, argument/ persuasion)
2. Write documented research paper on the issues: (Ex. Global warming, space exploration)
3. Read literature which explores the themes of the impact of man on nature and of nature on man. (Ex. Frost and write essays analyzing the literature)
4. Analyze films and documentaries on these issues
5. Write creative works on man and nature themes
6. Visits to zoo & wildlife preserves

B. Assessment Strategies

1. Use Gordon Rule rubric
2. Use Gordon Rule rubric and MLA format, oral presentations, & PowerPoint presentations
3. Response papers & Gordon Rule rubric on essays
4. Response papers & Analytical reviews
5. Peer readings
6. Classification outlines essays, cause-effect essays