

CORE Scaffolded Learning Outcomes & Course Objectives

Outcomes and Objectives are intended to scaffold across the four CORE courses, such as moving from NY Times articles to information literacy, or from informational to inferential reading across disciplines.

Course Objectives

Course Objectives describe learning fostered by the course, coursework, and assignments. These may or may not be assessed as part of the formal learning outcomes assessment. Students may or may not be directly taught or evaluated on each objective even when they are an expectation of assignments.

UNIV 1001 supports student development for the following course objectives. By the end of the course, students should be able to:

1. Use technological resources in FDU's Online Library to access NY Times articles and activate a personal digital subscription
2. Demonstrate informational reading skills using NY Times articles by accurately prioritizing and summarizing content

UNIV 1002 supports student development for the following course objectives. By the end of the course, students should be able to:

1. Use technological resources in FDU's Online Library to access NY Times articles and activate a personal digital subscription
2. Demonstrate informational reading skills using NY Times articles by accurately prioritizing and summarizing content
3. Demonstrate inferential reading skills using NY Times articles by accurately identifying perspective and audience through a text's vocabulary, register, inclusion, and exclusion
4. Use vocabulary, register, inclusion, and exclusion to determine perspective and audience in self-descriptions for professional purposes

UNIV 2001 supports student development for the following course objectives. By the end of the course, students should be able to:

1. Describe and summarize informational content in academic research writing
2. Proficiently use a professional citation system (APA, MLA, Chicago, etc.)
3. Understand and respond critically to different kinds of research materials
4. Distinguish reliable scholarly sources from less reliable or mainstream sources
5. Identify perspective and audience in academic research writing through disciplinary jargon, stylistic conventions, and structure/format
6. Demonstrate proficiency in library and/or online research methods for scholarly materials

UNIV 2002 supports student development for the following course objectives. By the end of the course, students should be able to:

1. Describe and summarize informational content in academic research writing from two or more academic disciplines
2. Proficiently use a professional citation system (APA, MLA, Chicago, etc.)
3. Understand and respond critically to different kinds of research materials
4. Distinguish reliable scholarly sources from less reliable or mainstream sources
5. Identify and employ perspective and audience in academic research writing through disciplinary jargon, stylistic conventions, and structure/format
6. Demonstrate proficiency in library and/or online research methods for scholarly materials by locating, accessing, and summarizing academic writing through three or more databases in the FDU Library

Learning Outcomes

Learning Outcomes shape the formal learning outcomes assessment.

UNIV 1001 will be broken into three modules (the self, the community, and the global world) reflecting an ecological perspective and with the following *learning outcomes* that form the learning outcomes assessment.

The Self

Demonstrated understanding of college life, the transition to independence and self-care. Specific goals include:

1. To understand the difference between high school and college
2. To engage in strategies of self-management including study skills and time management
3. To develop an academic mindset
4. To engage in self-care (wellness issues including sleep/drinking/substance abuse/exercise)
5. To understand the dimensions of positive social relationships
6. To develop knowledge and skills to appreciate diversity

The Community

Demonstrated understanding of Fairleigh Dickinson University resources and opportunities for campus and community involvement. Specific goals include:

7. To identify campus resources and opportunities that contribute to the educational experience, personal goals, and encourage campus engagement.
8. To develop and apply skills that contribute to building positive relationships with peers, staff and faculty.
9. To understand the importance of active engagement in academic and co-curricular involvement in the college experience and professional preparation.

The Global World

Demonstrated understanding of diversity and a global perspective. Specific goals include:

10. To engage in community involvement through volunteerism, experiential learning and participation in cultural opportunities
11. To develop an appreciation of all aspects of diversity through participation in multi-cultural, gross cultural, political and special interest group activities.
12. To develop into a global citizen reflecting the mission of the university through participation in the UN partnership, attending academic events and planning for study abroad opportunities.

UNIV 1002 will be broken into three modules (the self, the community, and the global world) with the following learning outcomes that form the learning outcomes assessment.

The Self

Students will be able to:

1. Demonstrate an understanding of written and verbal communication skills appropriate for professional purposes;
2. Identify informational resources for professional development;
3. Articulate a personal definition of success based on values, interests, and strengths and explain how that relates to job vs. career.
4. Demonstrate a professional approach to their physical and digital presence.

The Community

Students will be able to:

5. Identify key professional networks and demonstrate skills to access and navigate those networks;
6. Explain the value of professional and academic experiences and articulate them in standard job search formats;

The Global World

Students will be able to:

7. Demonstrate an understanding of global and cross-cultural competencies and how it can contribute to personal and professional success.

UNIV 2001 supports student development to recognize the interdependence of the individual and the community in, through, and across cultures. The following learning outcomes form the learning outcomes assessment. By the end of the course students will be able to:

1. Demonstrate an understanding of the influence of cultures and cultural contexts on human behavior through comparing and contrasting similarities and differences among cultures.
2. Analyze the role of work, faith, spirituality, justice, and gender within and across cultures
3. Understand and explain the embeddedness of cultural products and/or practices within cultures
4. Evaluate the personal, community, and global impact of the economy within and across cultures
5. Critique and understand the influence of gender on work and other power disparities within and across cultures
6. Draw connections about the role of institutions and networks in shaping and conferring identity within cultures

All of the learning outcomes are predicated on the development of information literacy and effective use of technology by integrating the resources of campus libraries. Library staff are always available for consultation and assistance.

UNIV 2002 supports student development to recognize the interdependence of the individual and the community in creating the challenges and opportunities in a global society through the examination of sustainability, human rights, and peace, and conflict. The following learning outcomes form the learning outcomes assessment. By the end of the course students will be able to:

1. Understand the inter-related social, environmental, and economic forces that create the environment for each individual.
2. Acknowledge the role of gender and its impact on the social and economic environment.
3. Demonstrate an understanding of the differences between economic and ecological sustainability in developing and developed countries.
4. Explain the role of institutions and networks in improving, inhibiting, or fostering sustainability.

All of the learning outcomes are predicated on the development of information literacy and effective use of technology by integrating the resources of campus libraries. Library staff are always available for consultation and assistance.