

“What is an Educated Person?” Conference Round XIII

Breakouts November 5, 2010

Prompts: What should students know and be able to do (at the beginning of) and at the end of their General Education experience in your field?

What artifacts could be used to demonstrate their competence?

Notes taken for the composition group. (Erick Faatz)

- Does grammar and usage instruction lead to better student writing?
 - o Arguments on both sides of the issue are made in the field of composition.
 - o It seems that the idea that grammar and usage instruction is important to writing instruction is coming back around.
 - o The truncated form of e-communication may make it more important to study grammar and usage.
- A variable and open core curriculum at the K-12 level means that each teacher does his or her own thing. This leads to variable competence for students who go on to higher education.
- Remediation needs to be trimmed, but a lack of high school preparation and ESL issues get in the way.
- In a “cut and paste society,” plagiarism instruction is very important.
 - o What are ethical arguments in this area and what is being taught at the primary and secondary educational levels?
 - o Use course engagement that won't allow plagiarism.
 - o In a pundit society, it is sometimes difficult, but important, to convince students that they need a variety of sources.
 - o How do media influence what we are seeing in our students with regard to thinking and writing?
 - o What role does ethics play in composition courses?
- At what point does a writing/composition program pass ownership to a major area?
 - o How important is writing within major areas?
- At the course level, if a student creates an acceptable final draft through the writing process, but is still not fully proficient as a writer, should he or she be considered as ready to move to the next level in the GE process?
 - o If the answer is yes, the student should receive “exit counseling” as to what will be expected at the next level. Teach process and make sure that students are aware of the challenges beyond the course.
- Many contemporary students exhibit an air of entitlement, and feel that grades are a reflection of the instructor's personal feelings toward the student rather than a measure of work done in the course.
 - o How should instructors deal with this attitude?
- What are static expectations in the area of composition? Are there constants?
- Portfolio collection of artifacts is important in the area of composition.
 - o There are creative ways to create portfolios.

- Have students publish a magazine that includes samples of writing done for a course and include editor's notes as reflection exercises.
- The following items are competency outcomes in the area of composition that artifacts would show. The student will be able to do the following:
- Summarize
 - Make a clear claim
 - Situate a claim
 - Advance a claim
 - Synthesize his or her ideas with those from source materials
 - Utilize a documentation style appropriate to the rhetorical situation
 - Demonstrate best research practices
 - Demonstrate authority
 - Create a thesis statement
 - Create a clear organization for a paper
 - Develop his or her own voice, and use different voices as appropriate
 - Write across genres
 - Identify audience and purpose for a paper

Arts discussion @ EduPers 05Nov10

OUTCOMES

1. understanding of how various artistic expressions have been used to reflect the human experience
2. appreciation for how artistic expressions influence and are influenced by culture
3. critical awareness of the role artistic expression has played in shaping individual perception and experience

ARTIFACTS

Writing assignments--critiques of exhibit/performance, research papers, etc

Visual or sound files--presentations, projects, creative work, etc

Examinations--evidence of content knowledge

Journaling and surveys--self-reporting of affective change

Capstone courses

OTHER DISCUSSION

Broad vs narrow focus in general education courses

Re-certification of general education courses

Deliberate reinforcement of general education in the major

Survey courses vs studio courses as arts general education

Documenting student outcomes and using results for improvement

Educated Persons Conference
2010
Humanities Breakout

Know:

Understand culture and how it impacts us (self recognition of our own cultural embeddedness)
Be able to make connections across disciplines
Understand key philosophical ways of thinking
Understand a variety of historical and ethnographic cultures

Do:

Be able to present information in a solid oral presentation
Be able to read complicated texts closely within a time period
Be able to analyze texts carefully and accurately
Be able to make a claim and support it
Be able to do independent research
Be able to write grammatically correct and coherent sentences/paragraphs
Be informed and articulate (both oral and written) of one's own parochialness
Be able to take a large body of knowledge and distill what is important from it

Artifact:

Written Paper
Speech
Intellectual autobiography – compressed
Website that represents a philosophical thought or cultural way of being
Interactive multi-media project
Service learning project representation
Journal reflection
Power point presentation on a topic
Pictorial representation of differing philosophies/cultures.