General Education Learning Outcome – Writing

Outcome

Demonstrate effective writing skills.

Subcomponents

- Generate a clear, specific, and arguable thesis or dominant idea.
- Formulate evidence and examples to support the topic idea.
- Construct a logical pattern of paragraph development.
- Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

Sample Artifacts

- Develop a 600-word paper describing the relationships between an assigned global health care issue and the factors that contribute to the issue, appropriate organizations that address the issue, and the effects the issue has on the population, community or culture.

- Religion is a major theme in both Renaissance and Baroque painting. While the subject may be similar, its treatment, aim, and message are not. Compare and contrast a Renaissance painter with a Baroque painter (or more than one if you like) using examples from their art. (Humanities – Modern)

- After completing the service portion of your service learning project, write an essay that explains what you have learned about the influence of your community, your society, and the agency on the developmental needs of the population that you served. (Developmental Psychology)

- Look over the chapters on non-western art. Pick a culture and choose a theme. Write a 1200-word paper in which you compare and contrast two works of art which relate to your subject. After a brief introduction presenting your theme, describe each work of art visually (give a formal analysis) and place it in an historical context, relating it to pertinent social, political, historical, and philosophical issues of the theme. (Art History Survey I)

- Using the definitions of "grammar" and "rhetoric" provided, write a 1 ½ - 4 page essay about the connections among grammar, rhetoric, and mathematical logic. Some questions you may want to address include, but are not limited to: How do grammar and rhetoric affect our capability to use and understand (or not) formal logic? How do formal logic and the capability of the human brain and computers to synthesize logically affect our grammar and rhetoric: How are grammar and/or rhetoric used to effectively distort formal logical arguments? Pick a couple of questions or issues and develop your ideas well. (Contemporary Math)