

University Studies Program

GENERAL EDUCATION FOR THE 21st CENTURY

SAMPLE LANGUAGE FOR QUEST I SYLLABI

As you draft and refine your Quest I syllabi, please log in to the CETL/USP resource page to consult the **Quest I Syllabus Checklist** to ensure that your syllabus contains all of the expected content. In addition, you may wish to use or revise some of the following language in your syllabus for the elements that are required of all Quest I syllabi, regardless of Signature Question content:

LIBERAL EDUCATION

- A) Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. (AAC&U; [http://www.aacu.org/leap/What is liberal education.cfm](http://www.aacu.org/leap/What%20is%20liberal%20education.cfm))

OR

- B) Sample from a syllabus submitted by COB's Bill Wresch:

Defining a Liberal Arts Education

Liberal Education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have endured even as the courses and requirements that comprise a *Liberal Education* have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a *Liberal Education* prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration. Original source: Advocacy "What is a liberal education?" www.aacu.org/leap.

How does that definition connect to our course? The place of business in a community has been an important – and changing – issue throughout history. This course will provide you with background on this issue, background you will need as you become a community leader. It will help you determine for yourself what values, ethics, and sense of community you wish to bring to your work.

USP AND THE SIGNATURE QUESTIONS

The University Studies Program (USP) is your gateway to a 21st century college education at the University of Wisconsin Oshkosh. This Quest I course is the first in a series of courses you will take to introduce you to the campus and all it has to offer, the vibrant Oshkosh community, and the challenges and opportunities of academic life as you pursue a liberal education. In these courses, you'll be exposed to three "Signature Questions" that are central to a UW Oshkosh education:

- How do people understand and engage in community life?
- How do people understand and create a more sustainable world?
- How do people understand and bridge cultural differences?

The Quest classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. Your USP courses will also provide the opportunity for you to Explore and Connect as you begin your college education. For further information about the unique general education at UW Oshkosh, visit the University Studies Program website [insert link: note that the USP student website is currently in development and will be available in Fall 2013.]

EARLY ALERT

- A) After the third week of class, you will receive a grade for your overall progress in this course and each of the courses you are taking in your first semester. This process is called "Early Alert." You will receive this information in an email during the 5th week of classes. Early Alert is designed to help you evaluate your study skills and your class attendance so that you know if you are on the right track. If you need to make some changes, there are resources available to support your academic success. These Early Alert grades are not permanent and will not appear on your transcript.

OR

- B) Early Alert is a program that provides you with an Early Grade Report from faculty. Early Grade Reports will indicate if you have academic performance or attendance issues and specific steps you can take and resources available to help you improve. It is common for students to be unaware of or over-estimate their academic performance in classes so this will help you be aware early on of your progress and provide strategies for success in the classroom. You will receive an email during the 5th week of classes. It is important to read the entire email carefully. *(This is our official Early Alert language.)*

MAP-WORKS*

MAP-Works (Making Achievement Possible Works) is a survey that is all about you! To help you have a wonderful first-year of college, we need you to take this survey. You will receive an email from map-works@uwosh.edu inviting you to take the survey. Advisors, hall directors, instructors and many other people on campus will use this information to help you be successful and to provide you with what you need. You will receive a report with suggestions on how achieve your goals; please review it. [Suggestion: Please bring your MAP-Works survey report with you when you come to talk with me during the office hour chat that we will schedule (or “your meeting with your peer mentor”.)]

***Note:** Professional development related to MAP-Works will be provided in the 2012-2013 academic year in conjunction with content related to the peer mentor program. Samples of MAP-Works reports will be posted on the resource page.

ePORTFOLIO

As you move through your courses at UW Oshkosh, you will archive your learning in an ePortfolio. The ePortfolio can be found in D2L. The ePortfolio will help you keep track of papers, speeches, reports, projects, and other assignments in your Quest and Explore courses, so that you can see your progress and connect ideas across different classes. You can continue to use this portfolio in your major classes, so that you are ready for your Capstone course or experience as you near graduation. You can even use the ePortfolio after you graduate to show evidence of your learning to employers or graduate schools. In this course (and in all your USP courses), a specific assignment has been designated to be uploaded to your ePortfolio. More details will follow in class. Your peer mentor can assist you with getting your UW Oshkosh ePortfolio started.

CAMPUS RESOURCES

In the University Studies Program, we want you to be successful. Please visit this resource page (or the D2L course page) to read about all the campus services available to support your success. <http://www.uwosh.edu/home/resources>)

Suggestions for instructors: A) You may wish to include a brief description of resources that are of particular relevance to your course. Below, please find some sample language from the resource websites for a few such resources; or B) You may wish to simply list resources (title and corresponding links) on your course D2L site, mentioning all or some of the following:

Center for Academic Resources: The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Tutor List page on CAR’s website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.

Writing Center: The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (<http://www.uwosh.edu/wcenter>), call 920-424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center. *(Description written by Crystal Mueller)*

Reading Study Center: The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu, view the website (<http://www.uwosh.edu/readingstudycenter>), visit them in Nursing Ed Room 201, or call 424-1031.

Polk Library/Information Literacy*: Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 920-424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu. *(Description written by Ted Mulvey)*

***Note:** Comm 111 (Quest Speaking) and WBIS (Quest Writing) classes will also include Information Literacy in the student learning outcomes and content of their syllabi. See this information literacy rubric for further information if interested: [AACU Information Literacy Rubric\]](#)

PEER MENTORS

- A) As a part of this course you will have access to an upper-class student to help guide you on your Quest. The peer mentor will attend campus events with us, answer questions you have about UW Oshkosh, and help you with MAP-Works. Our mentor is X and you can reach him/her at student@uwosh.edu.

OR

- B) One of your best resources on this campus is your peers, especially those who have been there, done that. In this class we are fortunate to have someone who is specially trained and willing to help you become familiar with academic life at UW Oshkosh. The peer mentor will attend campus events with the class, answer your questions about the campus, help you with your ePortfolio, and refer you to various resources. You should not hesitate to get to know our mentor as (s)he is an important part of the Quest I experience.

OR

- C) You and your peer mentor will have many opportunities to interact during the semester. These interactions are opportunities to grow as a student. Your mentor has been chosen because of his or her success as a student and as a leader on campus. Your peer mentor is a resource who is very close to you in age and shares similar concerns and goals. The mentor can help you in ways that your instructor might not be able to.

TIPS FOR WRITING STUDENT LEARNING OUTCOMES

Each Quest I syllabus must include a list of student learning outcomes. These are statements that describe what the student will *know* or be able to *do* after completing the course. When writing these learning goals, it is important to keep assessment in mind: each student learning outcome should contain an element that can be measured, either quantitatively or qualitatively. Specific, measurable verbs can be helpful. As you design your course, you may wish to check the grading criteria for assignments and the components of the overall class grade with the student learning outcomes.

You may wish to consult “Bloom’s Taxonomy Action Verbs” as you think about student learning outcomes: <http://www.uc.edu/content/dam/uc/cetl/docs/BloomsLevel.pdf>

Please also feel free to visit the following quick-and-easy guide to writing student learning outcomes on this site: <http://uwf.edu/cutla/writingslo.cfm>

A) *sample from a syllabus submitted by Orlee Hauser, Sociology*

Learning Outcomes and Core Abilities

After taking this course you should be able to:

1. Develop strategies to effectively relate with others who are different from you in an open and non-threatening way.
2. Identify and recognize how stereotypes are formed and how they influence how we perceive and interact with the world around us.
3. Understand the basic concepts and paradigms used in Sociology.
4. Understand more about the different cultural groups in both the U.S. and throughout the world.
5. Use critical and creative thinking to solve problems, resolve conflicts, make decisions and complete tasks.
6. Carry out library research and write a basic literature review.
7. Work cooperatively in a team environment.
8. Communicate in ways that honor diversity.
9. Achieve insight into our own cultural rules and biases and achieve a complex understanding of cultural difference.

B) Sample learning outcomes related to the University Studies Program (a portion of the student learning outcomes from Bill Wresch's BUS 150 syllabus)

Program Learning Outcomes

- Students will be able to describe the value of a *Liberal Education*.
- Students will become familiar with the expectations of a college-level education, the UW Oshkosh Essential Learning Outcomes, and the University Studies Program.
- Students will begin their acculturation to life at this university, developing familiarity with the academic resources and community engagement opportunities at UW Oshkosh.
- Students will engage in learning communities to enhance their connections to the class, the university, and one another.
- Students will participate in campus and community life through co-curricular activities.
- Students will begin to take personal responsibility for their intellectual development by archiving learning artifacts in the ePortfolio