**PROGRAM’S LEARNING GOALS**

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<th><strong>Student-focused</strong></th>
<th><strong>Faculty-focused</strong></th>
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<td>To increase retention of first-generation, under-prepared students</td>
<td>To provide a collaborative system that fosters interdisciplinary instruction.</td>
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<td>To provide a strong, supportive network that facilitates student learning</td>
<td>To provide a supportive network that accommodates cross-disciplinary work.</td>
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<td>To promote student engagement in &amp; out of the classroom</td>
<td>To foster curricular development and coherence</td>
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<th><strong>Course</strong></th>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Assessments</strong></th>
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| **English** | 1. Students will provide evidence of their knowledge of formal, academic writing in Standard English and apply it to all of their academic writing.  
2. Students will provide evidence of their comprehension of the various modes of reading and writing.  
3. Students will provide evidence of their ability to analyze the various rhetorical modes, including theirs and the writings of professional writers. | 1. Students’ written assignments will be measured for their mastery of the rules of grammar and mechanics of Standard English, as well as a demonstration of their rhetorical skills.  
2. Students’ class discussion will be measured for their abilities to explain, summarize, and/or paraphrase written texts.  
3. Students’ written and oral assignments will be measured for the evidence of sound logic, critical and analytical thinking, and the ability to distinguish between facts, opinions, and inferences. | **Social value**  
Civil disobedience is fundamental to the US’s call to democracy, the principles of equality, and the sovereignty of the people (Thoreau and Tocqueville).  
**Educational value**  
Civil discourse and the right to dissent civilly is a guiding principle toward attaining social equilibrium and maintaining human development as grounded in the humanities (Dewey and Nussbaum). | How can students be encouraged to appreciate that excellence in literacy is vital to the critical thinking and problem-solving principles democracy?  
What social and emotional behaviors do students bring to the classroom that enhance or hinder deep learning? | Major Books:  
1. *Civil War on Race Street*  
2. *Meridian*  
3. *Autobiography of Malcolm X*  
4. *Call and Response: Key Debates in African American Studies* |
| | | | | | Major Articles/Speeches:  
3. Lampman, Jane. “Did Obama’s Pastor Preach Hate?”  
4. George C. Wallace’s speech in response to the Civil Rights Act of 1964—excerpts |