

Competency-Based Approach - HUMANITIES

HUMANITIES 345-101-MQ, Section 14001 (KNOWLEDGE)

STATEMENT OF THE COMPETENCY

Learning Outcome: To apply a logical analytical process to how knowledge is organized and used.

ELEMENTS OF THE COMPETENCY

(General Instructional Objectives Common to all Knowledge Courses)

Students who successfully complete the Knowledge course in Humanities should be able to:

1. To recognize the basic elements of a field of knowledge.
2. To define the modes of organization and utilization of a field of knowledge.
3. To situate a field of knowledge within its historical context.
4. To organize the main components into coherent patterns.
5. To produce a synthesis of the main components.

HUMANITIES 345-102-MQ, Section 14001 (Worldviews)

STATEMENT OF THE COMPETENCY

Learning Outcome: To apply a critical thought process to world views.

ELEMENTS OF THE COMPETENCY

(=General Instructional Objectives Common to all World Views Courses)

Students who successfully complete the World Views course in Humanities should be able to:

1. To describe world views.
2. To explain the major ideas, values, and implications of a world view.
3. To organize the ideas, values and experiences of a world view into coherent patterns.
4. To compare world views.
5. To convey the ideas, attitudes, and experiences of the societies or groups studied.

HUMANITIES 345-BXH-DW, Section 14001 (Ethical Issues)

STATEMENT OF THE COMPETENCY

Learning Outcome: To apply a critical thought process to ethical issues relevant to the field of study.

ELEMENTS OF THE COMPETENCY

(General Instructional Objectives Common to all Ethical Issues Courses)

Students who successfully complete the Ethical Issues course in Humanities should be able to:

1. Situate significant ethical issues in appropriate world views and fields of knowledge.
2. Explain the major ideas, values, and social implication of ethical issues.
3. Organize the ethical questions and their implications into coherent patterns.
4. Debate the ethical issues.

Competency-Based Approach - ENGLISH

ENGLISH 603-101-MQ, Section 14001 (Intro to College English)

A student graduating from an English 101 course:

1. Reading

- Recognize major literary genres: poetry / drama / fiction / essay
- Recognize rudimentary elements of literature: character / setting / plot / tone / theme
- Recognize basic elements of literary language: connotation vs. denotation, figures of speech
- Recognize thesis of an expository text
- Recognize basic patterns of argument / development in an expository text

2. Writing

- In the context of the preparation of assignments / essays, use a dictionary to find definitions, correct spelling
- Use a handbook to clarify questions of grammar and mechanics
- Vary diction to achieve appropriate tone for audience
- Write sentences free of major structural flaws
- Construct coherent paragraphs: utilize and vary the form of topic sentence / body / transition
- Construct a thesis relevant to a primary literary text
- Organize logical support for a thesis (using outlining, clustering, brainstorming, etc.)
- Write an essay that:
 - a) introduces and supports a thesis (is not merely a summary)
 - b) demonstrates logical development
 - c) demonstrates a tone appropriate to argument and analysis at the college level
 - d) integrates quotations from a primary text
 - e) follows MLA rules for format and documentation

ENGLISH 603-102-MQ, Section 14001 (Literary Genres)

A student graduating from an English 102 course:

1. In reading

- recognizes formal characteristics of one or more literary genres
- understands the literal meaning of the text studied
- recognizes and appreciates the significance of stylistic and rhetorical features in the works studied
- perceives and appreciates the significance of historical and cultural context to the works studied

2. In writing

- can formulate and develop a thesis statement that pertains to some formal aspect of a literary work (e.g., analysis of character, plot, language or patterns of language, etc.)
- can develop a critical analysis that is distinct from a personal reaction or plot summary
- can locate supporting evidence within the literary work, present it clearly and logically, and explain how the evidence supports the thesis
- can maintain unity and coherence throughout the essay
- can write relatively clear and error-free sentences

ENGLISH 603-103-MQ, Section 14001 (Literary Themes)

A student graduating from an English 103 course:

In reading

- identifies one or more themes in a literary work
- understands the literal meaning of the text studied
- recognizes ways in which stylistic, rhetorical, and formal features of the works studied contribute to the expression and development of a theme
- perceives and appreciates the significance of historical and cultural context to the works studied

In writing

- can develop a literary analysis of a theme or themes within the works studied
- can develop a critical analysis that is distinct from a personal reaction or plot summary
- can locate supporting evidence within the literary work, present it clearly and logically, and explain how the evidence supports the thesis
- can maintain unity and coherence throughout the essay
- can write relatively clear and error-free sentences

ENGLISH 603-BXE-DW, Section 14001 (Applied Themes)

A student graduating from a BXE course is able to:

1. Communicate in appropriate, precise and objective language;
2. Employ rhetorical strategies pertinent to the student's field of study involving, for example, description, narration, explanation, argument, persuasion, summarizing, organization, research, documentation;
3. Write for an audience comprised of people with different points of view, interests and understanding, by developing and organizing ideas into arguments and theses, and by revising and editing the work;
4. Speak effectively to an audience by demonstrating sensitivity and flexibility in tone and diction;
5. Read and listen critically so as to distinguish sound from unsound argument and to recognize rhetorical tone and bias.