University of Baltimore General Education

General Education coursework provides guided vertical pathways to the majors from any point of admission. General Education courses focus on:

- ✓ critical thinking and ethical reasoning
- ✓ global and intercultural knowledge
- ✓ humanistic and aesthetic thinking
- ✓ information literacy
- ✓ written and oral communication
- ✓ qualitative and quantitative thinking

LOWER DIVISION		*UPPER DIVISION*
First Year Experience **(0–30 credits)**	**Sophomore Experience** **(30—60 credits)**	**Juniors and Seniors** **(60—120 credits)**
Blocked schedules *Learning Community cohorts* *Intrusive advising* *Signature assignment sequences* *Portfolio-based assessment*	*Seamless transition into major* *Signature assignment sequences* *High Impact Practices for new/returning students* *Developing critical literacy in majors*	*Writing in the discipline* *Professional preparation* *Experiential learning* *Transfer-friendly* *Knowledge That Works*
Math: Multiple measures placement into Emporium-model Foundational Math or General Education Math course; Math Learning Center provides one-on-one support. Reading and Writing: Directed Self-Placement via multiple measures into 3- or 6-credit college-level Writing course; coursework introduces academic discourses; Accelerated Learning Program integrates college success strategies. First-Year Seminar: Four-year college plan, information literacy applications, and exploration of major pathways reinforce college success strategies; collaborative work supports career readiness. Learning Communities: Thematically-linked courses value cross-disciplinary research and experiential learning beyond the traditional classroom setting.	Information Literacy: Research and critical thinking strategies support both academic and career success; Langsdale Library embeds student learning outcomes throughout General Education from 0 – 120 credits. Sophomore Seminar: Gateway course across the majors integrates writing, information literacy, and collaborative work. Also the site of UB's Common Read to foster exploration and research around local issues. Sophomore Seminar Showcase publishes students' work at	Writing: Upper-division Writing Placement Test assesses readiness to succeed in upper-division writing. Placement into WRIT200 (6 credits) or WRIT300 (3 credits). Research-based course introduces professional discourses. Ethics: All students take course focusing on ethnical reasoning situated in scenario-based, highly collaborative learning. Capstone in the Major: All students take course for application of disciplinary learning to professional, research, or technical fields as appropriate.

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GENERAL EDUCATION: Written Communication Student Learning Outcomes

2013

1. Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading.

2. Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions

[#3-8: Oral Communication]

Written Communication:

As they progress through UB's writing program course sequence students should:

9. Acquire a critical disposition to thinking, reading, and writing
    a. Use writing and reading for inquiry, learning, thinking, and communicating
    b. Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources
    c. Integrate their own ideas with those of others
10. Understand writing as a process
    a. Be aware that it usually takes multiple drafts to create and complete a successful text
    b. Develop strategies for generating, revising, editing, and proofreading texts
    c. Use a variety of informational and research technologies
11. Increase competence in rhetorical conventions
    a. Develop knowledge of genre conventions (structure, paragraphing, tone, mechanics)
    b. Practice appropriate means of citation and documentation
    c. Control surface features

Proposed 2016:

After completing GE requirements, students will be able to:

1. Apply writing processes to written assignments.
2. Interpret written documents, including their own, based on audience, purpose, context, and genre.
3. Employ appropriate format and structure conventions.

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