



OVERARCHING STUDENT LEARNING OUTCOMES

All students at Goshen College take a set of courses that we call “the Core.” As the core of the Goshen College degree, these learning goals are rooted in our institutional values, the Anabaptist-Mennonite tradition, and the liberal arts. These classes allow students to share common learning experiences that enhance their various majors, develop foundational academic skills, and provide a breadth of knowledge to complement the depth of the major. The following learning outcomes are integrated into the Core courses and are reinforced through students’ major and minor programs.

Passionate Learning

In keeping with this core value, all Goshen College students will...

1. Explore the lenses through which academic disciplines investigate, comprehend, and marvel at the world.
2. Strengthen their oral, written, quantitative, and information literacy skills.
3. Apply disciplinary knowledge to probe complex problems, make well-reasoned arguments, and craft original work.

Christ-Centeredness and Compassionate Peacemaking

In keeping with these core values, all Goshen College students will...

1. Reflect on their own identities, gifts and privileges in relationships with other people and communities.
2. Articulate their spiritual and ethical commitments in conversation with the Christian story and principles of nonviolence.
3. Apply their faith commitments and ethical reasoning to their personal, professional, and spiritual lives.

Global Citizenship and Servant Leadership

In keeping with these core values, all Goshen College students will...

1. Expand their knowledge of and appreciation for multiple histories, cultures, and global systems.
2. Acquire language and intercultural communication skills to engage with people and communities across differences.
3. Connect with local and global communities through civic engagement, building restorative relationships, and working toward climate justice.

These overarching learning outcomes are further disaggregated by course category on the following pages.

FOUNDATIONAL COURSEWORK LEARNING OUTCOMES

Core 100: Identity, Culture and Community

This course seeks to meaningfully engage with ideas and narratives about our diverse and interconnected world, while facilitating students' successful transition to college academically, socially, and spiritually.

In Identity Culture and Community, students will...

- Practice foundational reading, writing, and thinking skills through regular written analysis of and reflection on assigned texts;
- Read and analyze texts for the ways that identity is shaped by social and cultural factors;
- Discuss social issues raised by the texts toward a commitment to fostering equitable, inclusive communities;
- Engage one another in honest discussion about their own experiences with course themes, and receive others' stories with curiosity and respect;
- Write and share a personal story as a way of exploring how identity is expressed and shaped by narrative;
- Ask questions and engage content to foster a smooth transition to college in general and Goshen College in particular.

Core 110: Academic Voice

In Academic Voice, students develop their rhetorical competence, specifically their ability to vary voice and content in light of purpose, audience, genre, and context. By converting written essays into speeches, students further explore the way language and conventions shift based on genre and medium.

In Academic Voice, students will...

- Examine how purpose and audience influence the way in which one writes, then vary writing style and tone for multiple purposes, including to engage, inform, and argue.
- Read published texts not just for comprehension, but for the rhetorical moves a writer makes—*how* they say things and *why* they make certain choices.
- Evaluate sources for credibility and bias.
- Integrate sources into their writing while maintaining a sense of authorship; make intentional choices about when to summarize, paraphrase, and quote directly.
- Practice and refine oral delivery skills such as intonation, diction, rate control, and nonverbal communication.

Core 115: Wellness for Life

Students will learn about the influence of physical activity and dietary choices on risk of cardiovascular disease, diabetes, hypertension, obesity and mental/emotional disorders. Opportunity to examine personal genetic, attitudinal and behavioral components.

In Wellness for Life, students will...

- Examine how physical fitness and nutrition connect with other areas of wellness and college life (sleep, stress, academic success, social aspects, responsibility to create a warm comfortable safe home for everyone on campus, etc.).

- Reflect on their wellness status and assess fitness level and dietary intake to identify strengths and areas for concern (health risk).
- Choose two areas of wellness to work on by setting goals. Students will create and experiment with a plan for reaching goals by applying behavior change theories and scientific principles along with self-knowledge.
- Reflect on their experiment with wellness behavior change: the process of collecting data, setting goals, designing and implementing his/her wellness plan.

Core 120: Engaging the Bible

This course is an introduction to Biblical literature that provides a foundation for current expressions of Christian faith and practice. Students will gain skill in the use of academic resources and methods in order to read, interpret and communicate more effectively.

In Engaging the Bible, students will...

- Expand their scriptural literacy and engage with some of the key narratives and themes of the Bible.
- Develop a range of interpretive skills for sacred texts, including learning methods of socio-historical, literary, and contextual interpretation.
- Analyze the Bible's significance in their own lives as well as in global religion, culture, and politics.

Core 1xx Research and Writing (various)

A research and writing course plays two roles in the Goshen College Core. It builds on Core 110 Academic Voice to further develop students' oral and written communication skills, and it also addresses the learning outcomes of one disciplinary perspective.

In Research and Writing courses, students will...

- Address a complex problem through a disciplinary lens.
- Practice an academic research process by gathering and evaluating information, then analyzing and proposing solutions.
- Become familiar with the ways in which research processes and writing conventions vary across disciplines.
- Demonstrate critical thinking by integrating ideas, perspectives, and insights from multiple sources.
- Clearly and persuasively present research using both written and oral modalities.
- Collaborate effectively with others to improve writing and speaking through peer feedback and revision.

Quantitative Literacy Courses (various)

Quantitative literacy courses require students to interpret, create, and value quantitative information in personal, professional, and/or societal contexts. Students use quantitative data to solve problems, understand phenomena, draw conclusions, and make decisions.

In a quantitative literacy course, students will...

- Solve problems using accurate calculations.
- Explain and interpret information presented in mathematical forms.
- Convert numeric information into various forms (e.g. graphs, tables, equations, words, spreadsheets).
- Use quantitative analysis of data as the basis for judgments.

DISCIPLINARY PERSPECTIVES LEARNING OUTCOMES

Courses in these categories take a disciplinary approach to a complex problem or current issue within a collaborative classroom environment. Each course is grounded in the professor's academic discipline and uses disciplinary tools as a lens to address the complex problem or current issue. These courses include the reinforcement of communication and research skills as central drivers of learning.

Artistic World

Artistic World courses focus on the relationship between artistic representation and interpretation as applied to a complex problem. Courses give attention to issues such as creation, composition, expression, performance, judgment and reception of art. Students will engage in both the theory and practice of creative expression in a range of media, across historical and cultural contexts.

In artistic world courses, students will...

- Apply interpretive and critical frameworks to visual art, theater, music, literature, or other forms of artistic expression.
- Explore how cultures create and use arts.
- Articulate how one's personal aesthetic, ethical, and social values are manifest in the arts.
- Practice artistic expression as a creative strategy to solve problems, engage with communities, or represent one's own experiences.

Natural World

Natural World courses immerse students in a complex problem or issue of the natural world and investigate that problem using the scientific method. In each course, students will explore how the scientific community constructs, revises, and communicates knowledge, and will also explore the limits of the discipline.

In natural world courses, students will...

- Describe a specific area or body of scientific knowledge and investigate its applications to the human/social world.
- Understand how the scientific community constructs and revises knowledge.
- Accurately represent, interpret, and draw conclusions from data.
- Experience the challenge, discovery, and limitations of the scientific method.
- Communicate scientific ideas, results, or theories in an accurate and detailed manner.

Peacemaking

Peacemaking courses explore the knowledge, skills, and frameworks that we can apply to complex social

problems to promote justice, equity, and nonviolence. In these courses, students will engage in a variety of learning methodologies that invite them to apply principles of peacemaking and advocacy to interpersonal relationships, group contexts, and systems.

In peacemaking courses, students will...

- Explore theoretical frameworks and processes for peacemaking at the interpersonal and systemic level.
- Apply these frameworks to complex problems in various disciplines and/or professional fields.
- Explore four framing questions: (1) What is the problem; (2) Why does this problem exist; (3) How might the problem be effectively addressed; and (4) Where do **you** fit in?
- Consider contribution(s) of at least one other disciplinary perspective to the exploration of the problem.
- Through a peacemaking lens, understand barriers to justice and equity and explore creative approaches to dismantling them.

Religious World

Religious World courses bring religious and philosophical traditions into conversation with the primary challenges of the human condition. Focusing on a complex problem or issue, students will explore the dynamic relationship between religious convictions, history, and culture and will be able to give an account of their own orientation to the topic at hand.

In religious world courses, students will...

- Develop their knowledge of religious, theological, and/or spiritual traditions.
- Explore how religious and philosophical traditions are culturally expressed and socially consequential.
- Reflect on how their own assumptions, belief systems, and convictions have evolved in the context of their studies.
- Practice one or more methods of religious studies, such as comparative, ethical, or systematic methods.

Social World

Social World courses explore a complex social problem involving interaction among society, culture and human behavior. These courses will introduce social science theory and research methodology as a vehicle for engaging current problems and proposing solutions that reflect intercultural and interpersonal awareness.

In social world courses, students will...

- Demonstrate knowledge of social science theory and research methodology and how it is applied.
- Assess the environmental, political, economic, behavioral, historical, or cultural factors that shape human activity across time and space.
- Apply critical thinking skills to a complex social problem by gathering, evaluating, analyzing and interpreting information.

GLOBAL EDUCATION LEARNING OUTCOMES

Students complete the global education component of the Core either as one immersive semester or as a sequence of courses. Both tracks meet the same learning outcomes, which are as follows.

GLST 241: Foundations

In foundations courses, students will...

- Gain proficiency in language and cross-cultural communication skills.
- Gain empathy for the place and people encountered in the immersive courses.

GLST 251: Cultural Perspectives

In cultural perspectives courses, students will...

- Function competently and collaboratively in cross-cultural contexts and relationships.
- Actively and critically reflect on one's own identity and position in the world.

GLST 271: Community Engaged Learning

In community engaged learning courses, students will...

- Engage in cultural analysis from a perspective of empathy and cultural humility.
- Develop a personal sense of social responsibility through civic engagement.

GLST 300: Global Issues Capstone

In Global Issues capstone courses, students will...

- Critically analyze a global issue from interdisciplinary perspectives within systems of unequal power.
- Reflect on a specific area of their academic experience that led to new intercultural insights.