

## **The Rowan Core Literacies Definitions, Learning Goals and Learning Outcomes**

### **Artistic Literacy**

Artistic literacy is the knowledge and understanding of the centrality of the arts and aesthetics to human existence. Art reflects, and artists respond to and interact with, their communities. Artistic literacy requires learning about and engaging in the creative and performing arts. Visual, verbal, physical and auditory expression will be informed by a study of historical and cultural contexts. Active experimental engagement, including critical analysis and evaluation, will foster an aesthetic sensibility, which includes cognitive and emotional responses.

### **Learning Goals**

#### **Students will know:**

- Vocabulary, practitioners, and various styles, genres, and traditions
- Historical foundations, ideological dimensions and cultural practices
- Practical techniques of expression and the creative process
- Professional and academic standards in the arts

#### **Students will understand:**

- The relationship of the arts to self and society
- The interdependent relationship of artists and audiences
- The innovative nature of the creative process
- How the body, voice, and mind can be used to express ideas
- The role of critical theory in the arts
- How art is a driver and product of culture
- The range of artistic contributions, such as “popular” or “high” art

#### **Students will appreciate:**

- The value of an aesthetic sensibility
- The role of the arts in society
- The ideological potential of art, e.g., as a means of social protest or political oppression

#### **Students will engage their learning by:**

- identifying and describing various forms of artistic expression
- Making and justifying aesthetic judgments
- Critiquing various forms of expression that are rooted in diverse cultures, value systems, or historical contexts
- Applying and practicing foundational creative techniques, such as visual, verbal, physical and auditory expression

## **Learning Outcomes**

1. Students can use vocabulary related to and names of practitioners of various styles, genres, and traditions.
2. Students can describe historical foundations, ideological dimensions and cultural practices.
3. Students can discuss professional and academic standards in the arts.
4. Students can explain the relationship of the arts to self and society (e.g., the interdependent relationship of artists and audiences; how art, ranging from popular to high art, is both a driver and product of culture).
5. Students can demonstrate how the body, voice and mind can be used to express the creative process.
6. Students can describe the role of critical theory in the arts.
7. Students will experience firsthand and reflect on works of art and artistic performances in several different genres.
8. Students will critique (i.e., describe, analyze, interpret, judge) various forms of expression that are rooted in diverse cultures, values systems, or historical contexts.
9. Students will apply and practice foundation creative techniques, such as visual, verbal, physical and auditory expression, through the creation of an original product or performance.

## **Communicative Literacy**

Communicative literacy is the capacity to analyze, reflect on, and respond to diverse communication situations. This includes understanding the ways in which audience, context, and purpose shape acts of communication. Communicative literacy is demonstrated through fluency in various modes of communication and effective adaptation, invention, and choice of strategies for communication. Engagement in a range of communicative acts and experiences will cultivate critical awareness and ethical responsibility.

## **Learning Goals**

### **Students will know:**

- Critical reading and listening skills
- Standards and conventions of written and spoken discourse
- Research and citation skills within academic and nonacademic forums
- Information and communication technologies
- Diverse genres, styles, and strategies

### **Students will understand:**

- How to be receptive as a reader and listener to new information and knowledge
- How individual perspectives affect the reception, interpretation and performance of communicative acts
- How self and community are situated within various communicative contexts, such as the social, the political, the personal, and the civic
- How purpose, audience, and context shape communication
- How language and cultural perceptions shape, construct, and negotiate reality

- How appropriate communication is defined by social groups or contexts through the use of genres, practices, and conventions
- How new media are revolutionizing communication

**Students will appreciate:**

- The creative power of language to shape reality (attitudes, actions, knowledge) in multiple forms
- The agility and knowledge required to respond to diverse communication situations
- The limits and possibilities of language use within particular social and material contexts
- The challenges of translation and comprehension
- The importance of intelligibility, purpose, and fluency in all communication forms

**Students will engage their learning by:**

- Transferring their understanding of effective written, oral, and nonverbal communication to all of their courses
- Practicing their communicative literacy skills in both academic and non-academic settings
- Taking responsibility for using language ethically, understanding that language is a powerful tool with social and material dimensions, functions, and consequences
- Critically analyzing how different modes of communication are constructed, mediated and moderated

**Learning Outcomes**

1. Students can compose texts that successfully respond to a variety of rhetorical situations and needs.
2. Students can investigate, discover, evaluate and incorporate information and ideas to create rhetorically adept messages
3. Students can create messages in a variety of formats, modes, and genres, including visual and digital modes.
4. Students can articulate their rhetorical choices/strategies in response to the needs and expectations of audience, context, and purpose.
5. Students can identify and evaluate various format, modes, and genres of communication within their social context.
6. Students can identify, analyze, and evaluate the rhetorical strategies of complex texts.
7. Students will produce and analyze complex texts (written, oral and nonverbal) for a variety of purposes and demonstrate their understanding of rhetorical strategies, genres, and discourse community expectations, and well as the effect of evolving digital technologies on communication.
8. Students will investigate, discover, evaluate and incorporate information and ideas to create authentic messages.
9. Students will explain how different forms of communication are culturally constructed, mediated, and moderated and how their value and effects are situated in the global, the political, the social, the civic, and the personal.

## **Global Literacy**

Global literacy is the ability to understand the complexities of one's own society as well as the global community. This requires knowledge of the diversity of world cultures and recognition of the interdependence of the contemporary world. The extensive globalization of the world's economies and societies reveals the limits of human and natural resources in a global context. Knowledge of the reciprocal nature of local and global conditions will produce an international perspective. Engagement will occur through the traditional curriculum as well as high impact, experiential learning, such as Study Abroad, internships, service, and other methods of active community engagement.

### **Learning Goals**

#### **Students will know:**

- The interconnectedness and interdependencies of the global community
- The issues regarding environmental, social and economic sustainability
- The social and cultural differences that influence individuals' lived experiences as members of communities
- The multiple avenues for civic engagement

#### **Students will understand:**

- Their perspective, rights and obligations as members of multiple communities
- The connections among the self, the local community and the global community
- How sustainability issues are embedded in disparate social, cultural, ecological, and economic milieus
- The costs and benefits of globalization
- Why solutions to many of today's problems are often borderless
- How culture shapes one's world view

#### **Students will appreciate:**

- How diversity in gender, race/ethnicity, ability, status, sexual orientation, national origin, etc. impacts individuals' differing lived experiences
- The value of civic engagement for the individual and for the community
- The growing internationalization of human experience
- The complex interdependencies of world economies and societies
- The interplay between cultural traditions and the increasing standardization of the global community
- The pervasiveness and importance of technology and its impact on global communities
- The history, literature, language, arts and cultures of other societies

#### **Students will engage their learning by:**

- Participating as builders and active members of multiple communities
- Engaging in international experiences (such as Study Abroad, study of foreign languages and cultures, service learning in an immigrant community, internationally focused co-curricular activities, etc.)

- Analyzing and reflecting upon social justice, multiculturalism, sustainability, and diversity in both local and international contexts

### **Learning Outcomes**

1. Students can demonstrate civic engagement by active participation and reflection.
2. Students can express their knowledge and understanding of another culture.
3. Students can describe connections between local and global communities.
4. Students can communicate their understanding of sustainability in social, cultural, ecological and/or economic milieus, both locally and globally.
5. Students can express connections between the self and community.
6. Students can explain the costs and benefits of globalization.
7. Students will reflect critically on their own cultural experiences, cross-cultural interactions, and the diverse cultural experiences of others.
8. Students will use comparative thinking to understand local/global connections in contemporary society on arrange of cultural, political, economic and environmental issues.
9. Students will describe and appraise their civic engagement as active members and builders of multiple communities.

### **Humanistic Literacy**

Humanistic literacy is the ability to understand how human experience is shaped by economic, political, literacy, socio-cultural, historical and other contexts. Humanistic literacy includes critical awareness of how dominant paradigms are created and shape human thinking and feeling. It also encompasses the ability to empathize with other times, places, cultures, and mindsets and to grasp the complexity of change and perspective. Active engagement involves the study ad interpretation of significant texts and artifacts to develop awareness and to use this awareness to make decisions and to initiate and react to change.

### **Learning Goals**

#### **Students will know:**

- Human commonalties and differences as represented by histories, literary traditions, philosophical and religious viewpoints, and political and economic systems around the globe and throughout human history
- The major developments in human history and thought that led to the complex modern world

#### **Students will understand:**

- How the basic concepts/paradigms of major disciplines provide context for diverse interpretations of the present and past
- Intellectual and social dimensions of human experience in local and global contexts
- The impact of geographic, ecological, political, economic, and socio-cultural contexts on human experience and activity

**Students will appreciate:**

- The complexity of any historical moment, including the present, is a product of multiple, interacting forces within economic, political, geographic, socio-cultural, and other contexts
- That continuity and change as inherent to human experience
- That understanding the past takes into account knowing the values and culture of a particular time and place
- That intellectual inquiry generates debate and controversy, often leading to new perspectives

**Students will engage their learning by:**

- Studying texts and artifacts that reflect the concerns and experiences of the intellectual moment in which they were created
- Interpreting these texts and artifacts in light of a variety of theoretical and critical perspectives while demonstrating an understanding that no absolute “truth” exists in such interpretive efforts
- Using sound reason to evaluate claims, assess evidence, and guide decision making.

**Learning Outcomes**

1. Students can identify and describe major developments in human history and thought.
2. Students can identify major commonalities and differences in human societies.
3. Students can analyze and explain the factors, events, and developments that led to the contemporary world.
4. Students can locate and explain how basic concepts and/or paradigms of different disciplines can provide context for diverse interpretations of a present or past event.
5. Students can incorporate intellectual and social dimensions of human experience into an analysis of local and global contexts.
6. Students can explain the impact of geographic, ecological, political, economic, and socio-cultural contexts on human experience and activity.
7. Students will analyze the context and significance of a particular intellectual moment (e.g., prepares a debate or position paper).
8. Students will interpret texts and/or artifacts through multiple perspectives.
9. Students will evaluate claims, assess evidence, and exercise ethical standards to build a coherent argument on an event or topic.

**Quantitative Literacy**

Quantitative literacy is the ability to reason logically and to communicate mathematical ideas verbally, symbolically, and graphically. It means knowing fundamental concepts and techniques of mathematical principles and processes in order to see mathematical functions as quantitative relationships, to understand the concept of probability, and to estimate or approximate answers to questions. This knowledge provides a foundation for understanding how to construct logical arguments and how to make use of mathematical thinking. Quantitative literacy encourages appreciation of mathematics as a practical tool as well as a philosophical and humanistic endeavor which helps to understand the world. Engagement in quantitative literacy includes

analysis of the use of mathematics and the application of mathematical thinking and modeling to real-world problems.

## **Learning Goals**

### **Students will know:**

- Fundamental functions and relational thinking
- Analytical thinking—how functions change as underlying parameters change
- Algorithmic thinking—being able to model a “real-world” problem as a “math-world” problem
- Computational thinking—how to solve complex problems through iterative processes
- Basic descriptive statistics (definitions, concepts)
- The distinction between continuous and discrete quantities (analog v. digital; real numbers v. natural numbers, measurable v. countable)

### **Students will understand:**

- How to construct a complete, logical argument in quantitative terms
- Mathematical modeling as a representation of reality that can be evaluated based on its usefulness
- Applications and limitations of computational and statistical reasoning
- The difference between correlation and causality
- Quantitative and logical reasoning

### **Students will appreciate:**

- Mathematics as a philosophical abstraction
- The contribution of quantitative reasoning to human innovation and progress

### **Students will engage their learning by:**

- Communicating mathematical ideas in symbolic, graphic, oral and written forms
- Evaluating the appropriateness and limitations of quantitative models of real-world situations
- Applying algorithmic thinking to solve quantitative, real-world problems
- Assessing the claims of others and make informed decisions about issues related to probability

## **Learning Outcomes**

1. Students can define basic statistical and regression vocabulary and also qualitatively describe the meanings relative to a set of given data (e.g. mean vs. median, what does the standard deviation represent; correlation coefficients, and model parameters/coefficients)
2. Students can outline a logical solution to complex real-world problems through simplification to a mathematical model.
3. Students can describe the differences between continuous (e.g. measurable) and discrete (e.g. countable) quantities and how this affects how they can be analyzed.
4. Students can perform basic statistical and regression analyses on data and also qualitatively describe the meaning of the results (e.g. how they change as new data

- are added, limits of regression models and how they can infer correlation and/or causality).
5. Students can solve complex real-world problems through simplification to a mathematical model and then discuss how that model is affected by adding back in ignored complexities.
  6. Students can perform basic analyses on both discrete and continuous data.
  7. Students will communicate mathematical ideas in symbolic, graphic, oral and written forms.
  8. Students will evaluate the appropriateness and limitations of deterministic and probabilistic models to make informed decisions in real world situations.
  9. Students will apply algorithmic thinking to solve quantitative, real world problems.

### **Scientific Literacy**

Scientific literacy is the understanding that science is systematic, evidence-based process of observation, modeling, and testing, to formulate and refine theories which not only explain but predict. Scientific literacy encompasses an appreciation of the role of science in society, technology, engineering, and mathematics. It includes recognition of the scientific knowledge, skills and values that promote informed evaluation of the validity of claims and proposed solutions to current problems. Scientific literacy does not necessarily involve the production of new science but rather it enables one to informed decisions and cooperative engagement in the protection and improvement of the world through scientific processes.

### **Learning Goals**

#### **Students will know:**

- Basic working definitions and vocabulary
- Universal unifying concepts in science
- Scientific skills including critical observation, objective analysis, measurement, estimation, and analyzing uncertainties (scientific error)

#### **Students will understand:**

- How science uses specific processes to yield accepted results
- How science uses models (simplifications) to represent the world and how these models are evaluated as a function of their usefulness
- The difference among fact, hypothesis, and theory
- That the world is a collection of explainable phenomena and that it is possible to identify what is not yet known
- The importance of science in formulating public policy

#### **Students will appreciate:**

- The concept that learning science requires doing science
- Science is a human process, with a history and social context
- The value of science for understanding the natural world and improving the human condition
- That scientific conclusions must be informed by scientific evidence resulting from a

- systematic process of inquiry and reflective practice
- The value of a healthy, informed inquiry
  - The accessibility of scientific knowledge and skills

**Students will engage their learning by:**

- Solving problems and making decisions in systematic ways by collecting and analyzing data to verify or falsify a hypothesis and by using evidence to distinguish between competing hypotheses
- Communicating scientific information effectively
- Being informed consumers of science

**Learning Outcomes**

1. Students can demonstrate the ability to conduct scientific measurement and to discuss its limitation due to scientific error/uncertainty.
2. Students can conduct directed experiments including set-up, data collection, data analysis, and interpret results to either “discover” or verify scientific theory.
3. Students can demonstrate knowledge of core ideas and vocabulary of science and the scientific method in written and/or oral work.
4. Students can describe how to design an experiment to test competing hypotheses by manipulating and controlling variables.
5. Students can identify and explain a modern example of public policy drawing on scientific evidence.
6. Students can discuss the utility and limitations of scientific models.
7. Students will conduct, critique and design scientific studies following the standard scientific method.
8. Students will compose and critique scientific arguments as presented in both popular media and scientific literature as well as compose their own.
9. Students will apply scientific data to solve a real-world problem.