LEEP Learning Outcome Set 2: Intellectual and Practical Skills — Written Communication

<table>
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<th>Student Behaviors</th>
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<tr>
<td>• I use writing to explore my own questions, thoughts, insights (e.g., themes or ideas)</td>
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<td>• I am learning about the genre of a “precis” to take on the words and ideas of someone else</td>
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<td>• I am learning to write a short (5 page) thesis-driven essay with a cogent claim, appropriate data and data analysis and conclusion.</td>
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<td>• I am using both APA and MLA style appropriately, depending on the discipline of my audience.</td>
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<td>• I am developing a sense of my own voice, and my ability to express my ideas.</td>
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<tr>
<td>• I see writing as a tool/method for thinking (in increasingly cogent ways) as well as a tool for presenting my ideas to others.</td>
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<tr>
<td>• I control a number of genres (precis, literature review, critical essay, data-driven analysis, research proposal, letter of intent).</td>
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Courses scaffold the use of the “precis” and the ability to do “thick description” and “render experience.”

3 Chronicles course: Students write a total of four 3-4 page papers over the course of the semester in a carefully planned sequence that engages the material explored. Each assignment asks the students to take a particular critical or interpretative approach. These assignments are designed to interlock with the work, reading, and experiences during each phase of the semester. 

2 theory-intensive courses (supporting students to do challenging reading, writing, and analysis)

2 methods courses (at least one qualitative), guiding students to link questions and methods.

LEEP Learning Outcome Set 5: Capacities of Effective Practice — Collaboration

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<td>• I participate in a group project leading to a class presentation.</td>
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<td>• I put forward my own ideas, clearly and respectfully, with supporting evidence and reasoning.</td>
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<tr>
<td>• I work hard at listening carefully to my colleagues and building on their ideas.</td>
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<tr>
<td>• I offer supportive criticism to my colleagues in a respectful manner.</td>
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<tr>
<td>• I work with others to plan, develop, practice, and deliver a formal group presentation in a public forum.</td>
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<td>• I successfully co-author a public text.</td>
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Collaborative Spec-day poster presentation (with support from faculty mentor)

4-page paper assignment in conjunction with the Problems of Practice course

Group presentations around “Problems of Practice” course

Sprint Day presentation on CSAC Pioneer Project with mentor and peers

Lead coordinator of CSAC Events (speakers, conversation café, special forum or exhibit)

Group Presentation about Study Abroad

Participating in coordinating CSAC special events (seminars or honours thesis), with e-portfolio presentation

Group Harrison-funded project

Communities of Effective Practice

CSAC majors participate in a variety of learning communities, some directly related to classes (such as students in a CSAC FYI running an after-school “Poetry and Art Club” for 6th graders at a nearby public school), and others not. There is an active Honors Society (Lambda Pi Eta) which sponsors the CSAC Seminar Series (with our inaugural lecture by Hugh Mannon in the fall), and a group of “E-portfolio Trailblazers”— piloting the new Chalk and Wire portfolio platform this spring.

In addition, Honors Thesis students come together weekly, working with CSAC faculty in an Honors Thesis prep seminar. CSAC also sponsors a variety of special lectures, forums, and events, such as the “Story Finders Workshop,” which CSAC students participate in coordinating.

Expectations of Graduating CSAC Seniors:
• a bridge-builder
• a meaning-maker, aware of power and context
• a savvy citizen of the world
• an ideological critic
• a good conversationalist (well-informed)
• an intellectual sophisticate, who can communicate well to a variety of audiences
• someone who “knows B.S.” when they see it, and has the courage to speak up
• someone who recognizes structure and striation, and can work with both
• an assumption and message interrogator and contextualizer
• an avant gardist
• a “new media” scholar and critic
• the conscience of society

“Comm students and professors at Clark all have their own way of doing things. They question how we live, and act upon it. I would say we really do our own things without being worried about what other people think.”

Michelle Scott Communication and Culture

“Arianna Enos Communication and Culture

“Comm is the place where you are made aware of your own passions are so vast! Each student has his or her own interests that can be critiqued using the analytic lens we develop as Comm students. This always makes for more lively class discussions and encourages each other to think.”

Shane Holt Communication and Culture

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