

**UNST 121-123 G: Forbidden Knowledge
Spring Term E-Portfolio Project
Midterm Portion**

I. Instructions:

Please read through this entire midterm assignment to get an idea of what you will be doing. Then work through each section.

II. Introduction:

For your midterm and final assignments in this class, you will be **creating and finalizing your e-portfolio** according to Portland State University's specifications.

III. Purpose of Spring Term Portfolio:

1. For you to showcase your **best work from the entire year**
 - This should include work that you feel best represents your progress toward the **four goals of University Studies**
2. For you to **reflect** upon your learning and achievements over this past year in this class
3. For University Studies to **assess** the curriculum and teaching and assignments of University Studies through a portfolio review process. This has no impact on individual grades. The portfolio review occurs after spring term grades are issued.

IV. Required Portfolio Structure

Please use the following resources:

- www.marthabianco.com/Courses/FK/Portfolios/setup.pdf for how to set up Nvu
- www.marthabianco.com/Courses/FK/Portfolios/Templates/index.html for portfolio templates
- www.marthabianco.com/Courses/FK/Portfolios/ftp_instructions.pdf for how to load files onto your public_html area on Odin (the part of your "H: drive" that is public)

As part of your midterm assignment, your portfolio must include the following:

- A title or home page** (this will be your **index.html** page) that visually represents you and your learning and includes the following:
 - The title "**Third Term Portfolio**"
 - The name of your course (**UNST 121-124 G: Forbidden Knowledge**)
 - The name of your professor (**Martha J. Bianco, Ph.D.**)
 - Your name
 - The term and year (**Spring 2006**)

The **title or home page must also include:**

A **Table of Contents**, linking to:

- A **“Learning Reflection”** – This essay should be approximately 750-1000 words, reflecting your learning in Freshman Inquiry and your perceived strengths and weaknesses as a self-directed learner. Reflect on your growth as a learner and scholar and comment on the role that Freshman Inquiry has played in your intellectual development. **You need to write a midterm learning reflection at this time.** The **self-assessment form beginning on p. 20** of this document may help. Also, see and use the following as a template:
<http://www.marthabianco.com/Courses/FK/Portfolios/MidtermReflection.doc>

Your Research Paper (link to what you have so far, as work in progress at this time)

Pages dedicated to each of the four University Studies Goals

- Each of these will be linked to the title page. Include a **description in your own words of each goal** (see Appendix I and II at the end of this document, beginning on p. 6)

1. Critical Thinking and Inquiry
2. Appreciation of the Diversity of Human Experience
3. Ethics and Social Responsibility
4. Communication (including Writing, Quantitative Literacy, Oral Communication and Graphics/Computer skills)

- For each goal** state, explain, in **one or two well-developed paragraphs**, how you feel you have progressed towards that goal over the past year and explain your reasons for the selection of work. **You need to write these paragraphs at this time.**

For each goal, you will choose representative examples of your work to present in this portfolio (explained in more detail below). *Include in these paragraphs why you chose the examples you did to best represent your learning in each of the above areas.*

Examples of your Work:

- You need to select **at least two examples** of work to illustrate **each goal**. Often one piece of work may represent more than one Goal and you may use the same example of work for more than one Goal. However, you still must have at least two different work samples for each Goal. **You should link to or have place holders for at least two examples at this time.**

- You must include your **research paper** as a sample work for at least one of the goals. Link to whatever you have so far as a **work in progress at this time.***

This year the portfolio review will focus on these **two goals:**

diversity of the human experience

ethics and social responsibility

- The **grading rubrics** for each goal are in the appendices at the **end of this document**; you may want to pay special attention to the diversity and ethics/social responsibility rubrics as you prepare your portfolio.
- I will grade your midterm and final portfolios using the rubrics; for freshmen, we expect a “4” or above

V. Specific pieces to write and include in the midterm portfolio

In addition to preparing your portfolio for midterm review – setting it up as indicated above – please write long essays (750-1000 words each) for each of the following. These must be in strict MLA format. If you use or cite other sources, be sure to include them in a Works Cited section.

1. **Learning Reflection:** This is described in detail at <http://www.marthabianco.com/Courses/FK/Portfolios/MidtermReflection.doc>.
2. **A Spring Midterm Essay** on any **one** of the following:
 - a. What are the most important cultural influences that have brought about and shaped hip hop music and culture today?
 - b. What is the relationship between imperialism (or colonialism) and the debt of today’s third-world African Diasporan countries (e.g., Caribbean countries, etc.)? What role does the International Monetary Fund play in all of this?
 - c. How have African slaves and their descendants relayed messages in music *or other types of art*, from the time of the Underground Railroad, through the Harlem Renaissance (e.g., Billie Holiday), to urban expression in the 1950s and 1960s (e.g., in Latino and Hispanic communities or in Jamaica), to modern hip-hop culture? Choose a thread (e.g., oppression) and provide one or two examples from each period or place you discuss, quoting passages or lyrics or inserting images in your text.
 - d. Choose two threads that seem to persist through the four pieces, Sojourner Truth’s “Ain’t I A Woman,” Nina Simone’s “Four Women,” Ursula Rucker’s “For Women,” and Talib Kweli’s “For Women” (e.g., woman as bearer of children and revolution), and develop them in an essay.
3. **Evaluate a research article:** Read Brookshire, Trenita, Celeste Davis, Erin Stephens, and Sharronne Bryant. "Substance Use References in the Lyrics of Favorite Songs of African-American Adolescents." *Journal of Young Investigators* 8.3 (2001) at <http://jyi.org/volumes/volume8/issue1/articles/brookshire.html> and do the following:
 - a. Write a brief paragraph or two summarizing the purpose (research question) and findings of the study.
 - b. Evaluate the study according to the steps on pages 18, 19, and 108 of Utts.

VI. Summary of what is due for the midterm assignment and how (online or in paper format), suggested order of completion and completion dates, points, and due date.

Suggested Order	Midterm Project	Suggested Completion Date	Percent of Midterm Grade
1.	Spring Midterm Essay , from No. V, above. This needs to be printed and turned in, but it should serve as a sample of your work on your portfolio somewhere.	May 3	30
2.	First “draft” reorganization/re-creation of e-portfolio according with required format as indicated in Part IV above (title or home page, with required elements; table of contents linking to goal pages; link to your learning reflection and research paper; etc.). Include the URL on what you turn in for No. 5, below.	May 5	20
3.	Evaluation of research article. This needs to be printed and turned in, but it should serve as a sample of your work on your portfolio somewhere. <i>**This will count for up to half of your QL points for the term</i>	May 7	**
4.	Learning reflection. This needs to be online and turned in.	May 9	30
5.	One or two well-developed paragraphs describing how you feel you have progressed toward each goal. These need to be typed onto your portfolio web pages. Also turn in a hard copy (you can just copy and paste), and include the URL to your portfolio. <i>Note:</i> Include a discussion of why you selected certain samples of your work <i>only if you have chosen samples at this time.</i>	May 11	15
6.	Preliminary selections of two samples of work for each goal. These need to be listed on the web page for each goal, with a meaningful title. If you do not yet have a sample for one or more of your goals, be sure to put a place holder on the page to show where you will put the link. Include a discussion of why you have chosen the pieces you have selected as samples at this time, if you have any thus far (and you <i>should</i>). I just need to see the links on your web pages for these and ensure that they work.	May 11	5
7.	Turn in everything that is due in paper format in class.	May 11	
8.	Make web site is operational and ready for my review	May 12	

APPENDIX I:

Understanding the Four Goals of University Studies at Portland State University

The four goals of Portland State University's undergraduate general education program, University Studies, are

- 1. Inquiry and Critical thinking**
- 2. Communication**
 - **Verbal (Written and Oral, Including Presentations and Group Work)**
 - **Quantitative Literacy**
- 3. Diversity of the Human Experience**
- 4. Ethics and Social Responsibility**

There exist as many paths to achieving these goals as there are definitions. Faculty and students will approach these goals differently, and students' experiences will vary as they would under a traditional general education program. In the final analysis, PSU's freshman general education experience should leave the student with the depth and breadth of skill and substantive knowledge that is roughly equivalent to the following under a traditional curriculum:

3 credits freshman writing (WR 121 in Oregon)

4 credits social science (e.g., anthropology, community studies, economics, geography, psychology, sociology)

4 credits science (e.g., biology, environmental studies, physical sciences, statistics)

4 credits arts and letters (e.g., architecture, art, English, history, philosophy)

The course theme of a freshman inquiry provides the framework for the study of each of these areas (writing, social science, science, and arts and letters).

Students may not be able to identify an immediate connection between a specific assignment (e.g., a statistics exercise or an annotated bibliography) and the theme (e.g., Forbidden Knowledge) in which they've enrolled. It may be useful for students to keep in mind that adequate achievement of the four University Studies goals holds primacy in the student's journey through the freshman year *and* that at the end of the year, the student should have completed a course of study that is indeed the content equivalent of a freshman year of study in writing, social science, science, and arts and letters.

To this end, students should become familiar with the four University Studies goals in both their description and in the manner in which students' achievement is assessed on a 6-point ordinal scale. This document combines material from various sources to provide students with information to enhance their familiarity with the goals.

PURPOSE STATEMENT

The purpose of the general education program at Portland State University is to facilitate the acquisition of the knowledge abilities, and attitudes which will form a foundation for lifelong learning among its students. This foundation includes the capacity and the propensity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and appreciate the responsibilities of persons to themselves, to each other, and to community. These goals are summarized in the table on the following page and in the pages that follow.

THE FOUR GOALS OF UNIVERSITY STUDIES

<p>INQUIRY AND CRITICAL THINKING: Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.</p>	<p>COMMUNICATION: Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.</p>
<p>THE DIVERSITY OF HUMAN EXPERIENCE: Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.</p>	<p>ETHICAL ISSUES AND SOCIAL RESPONSIBILITY: Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.</p>

GOAL 1: INQUIRY AND CRITICAL THINKING

To provide an integrated educational experience that will be supportive of and complement programs and majors and which will contribute to ongoing, lifelong inquiry and learning after completing undergraduate education at Portland State University.

Faculty Responsibilities:

1. Assist development of critical reasoning and the ability to engage in inquiry.
2. Assist development of the capability to evaluate differing theories, modes of inquiry, systems of knowledge, and knowledge claims.
3. Achieve an intelligent acquaintance with a range of modes and styles of inquiry and social construction.
4. Assist development of the ability to understand and critically evaluate information presented in the form of graphics and other visual media/
5. Assist the development of the ability to use writing as a way of thinking, of discovering ideas, and making meaning as well as expressing it.
6. Assist development of the ability to critically evaluate numerical information.
7. Enhance student familiarity with science and scientific inquiry.
8. Enhance student familiarity with and capabilities to employ current technologies to facilitate learning and inquiry.
9. Enhance awareness of and appreciation of for the interconnections among the specialized area of knowledge encompassed by disciplines and programs.
10. Provide awareness of choices among academic disciplines and programs.
11. Provide students with an opportunity to explore applications of their chosen field of study.

Critical Thinking**Setting the context:**

Why is critical thinking important? Answers range from strictly individual and utilitarian (you will get a better job), to the ideal and hope of a democracy based on an informed and educated populace. At base, all these answers hold to the value that clear and rigorous thinking is essential to our well-being as individuals and as members of society, and that critical thinking is central to making ethical decisions and taking ethical actions. Given all this, we need to continue our attempts to establish what critical thinking is.

A short definition might be: "a creative, reflexive skepticism." Critical thinkers are **skeptical** in that they are willing to **question claims to knowledge and understanding**. Critical thinking is **reflexive** because critical thinkers are willing to be **skeptical about their own ideas**, especially their favorites. It is **creative** because critical **thinkers winnow, improve, and create new ideas, knowledge, and understanding of their world through an active process of questioning, criticism, judgment, and investigation**. It is therefore not a cynical skepticism. Diane Halpern (1996) offers this definition: "[critical thinking is] thinking that is purposeful, reasoned and goal directed--the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions...." Ruggiero (1998) describes critical thinking as ". . . active and dynamic, not reactive and static. Effective thinkers do not merely sit back and criticize others' efforts; they solve problems, make decisions, and take a stand on issues . . . the creative process and the critical process are intertwined: first we produce ideas, then we judge them."

According to Ruggiero, these four premises should be basic in teaching critical thinking, or in creating an environment in which it can be learned.

1. Critical thinking is actively aimed at solving problems, evaluating issues, making ethical judgments, and taking positions.
2. Critical thinking is creative; students "must generate arguments of their own."
3. Critical thinking is reflexive.
4. Critical thinking involves publicly submitting one's own ideas to the creative skepticism of others.

University Studies Critical Thinking Rubric**Score of 6 – Consistently does all or almost all of the following:**

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Generates alternative explanations of phenomena or event.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead
- Makes ethical judgments

Score of 5 – Does most of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- {Thinks through issues by} Identifying relevant arguments (reasons and claims) pro and con.
- Offers analysis and evaluation of obvious alternative points of view
- Generates alternative explanations of phenomena or event.
- Justifies (by using) some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons leads

Score of 4 – Does most of the following:

- Describes events, people, and places with some supporting details from the source.
- Make connections to sources, either personal or analytic.
- Demonstrates a basic ability to analyze, interpret, and formulate inferences.
- States or briefly includes more than one perspective in discussing literature, experiences, and points of view of others.
- Takes some risks by occasionally questioning sources, or stating interpretations and predictions.
- Demonstrates little evidence of rethinking or refinement of ones own perspective

Score of 3 – Does most or many of the following:

- Responds by retelling or graphically showing events or facts.
- Makes personal connections or identifies connections within or between sources in a limited way. Is beginning to use appropriate evidence to back ideas.
- Discusses literature, experiences, and points of view of others in terms of own experience
- Responds to sources at factual or literal level.
- Includes little or no evidence of refinement of initial response or shift in dualistic thinking.
- Demonstrates difficulty with organization and thinking is uneven

Score of 2 – Does most or many of the following:

- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments
- Draws unwarranted or fallacious conclusions
- Justifies few results or procedures, seldom explains reasons
- Regardless of the evidence or reasons, maintains or defends views based on self-interest and/or preconceptions

Score of 1 – Consistently does all or almost all of the following:

- Offers biased interpretations of evidence, statements, graphics, questions, information or the points of view of others
- Fails to identify or hastily dismisses strong, relevant counter-arguments
- Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims.
- Does not justify results or procedures, nor explains reasons.
- Exhibits close-mindedness or hostility to reason

GOAL 2: COMMUNICATION – VERBAL LITERACY

To provide an integrated educational experience that will have as a primary focus enhancement of the ability to communicate what has been learned.

Faculty Responsibilities

1. Enhance student ability to express what is intended in several forms of written and oral communication.
2. Assist students to develop the ability to create and use graphics and other forms of visual communication.
3. Enhance student ability to communicate quantitative concepts.
4. Develop student ability to employ current technologies to assist communication.

Communication: Writing

In regard to quality of writing, a student should be expected to do the following by the end of the Freshman Inquiry year:

1. Clearly define a significant idea and support it with concrete detail. The detail will be relevant and integral to the thesis.
2. Plan a theme so that it progresses by clearly ordered and necessary stages. Paragraphs are coherent and unified.
3. Skillfully construct sentences. Avoid major sentence errors, such as comma splices, run-ons, fragments, faulty references, and subject-verb agreement errors.
4. Make consistent use of standard punctuation and spelling.
5. Learn appropriate methods of citation, consistent with MLA or APA standards.
6. Be able to write across the curriculum in an interdisciplinary and scholarly manner.

Communication: Graphic and Visual

Understanding the language of graphics and images, like all other forms of literacy, has a component of “reading,” and another of “producing.” In University Studies, students will develop their skills in each area. They will critically interpret the meaning of graphics and images (both those illustrating texts and those existing independently), and become adept at using appropriate graphics and images to illustrate texts produced in another medium.

1. Graphics:

Students will be made aware of the persuasive power of graphics (tables, charts, etc.) to represent and/or misrepresent information. They will use computer programs to create their own graphics based on quantitative (numeric) and qualitative (non-numeric) data, and use those graphics to support or illustrate their own work. They should be able to know which kind of graphic best illustrates their information. Students will also learn the limitations of graphics when it comes to communicating certain facts or ideas, and when the use of graphics is appropriate or beneficial.

2. Visual Literacy:

Students should be exposed to various forms of visual material (e.g., painting, sculpture, advertising, and motion pictures) as modes of communication. They should gain insight into how images communicate, and into the layers of meaning they present, including:

- a. formal analysis (describe what is seen)
- b. narrative analysis (detail the story it tells, when applicable, and how it does so)
- c. contextual analysis (discuss the context where/when it was produced)
- d. ideological analysis (explain its comment on, or reflection of, that culture)

They should acquire some sensitivity toward the unique way that visual media function, but also understand their connection to other modes of communication. Students will also gain skill in using visual material to illustrate ideas or texts, and understand the power that images have to enhance or detract from their message.

Communication: Oral

Oral communication is an essential skill addressed throughout the University Studies program. There are two main areas within oral communication that should be addressed.

1. Presentation Skills:

Every student should present individually at least once during the course of the year. This presentation can range anywhere from 5 to 15 minutes, depending on the assignment.

- a. Students will be introduced to the general organizational structure of all speeches: introduction, body, and conclusion. Within this, students should learn at least one of these three types of speeches: demonstrative (the student teaches the class something related to the course material), informative (the student researches an issue that relates to the course material), and persuasive (the student researches an issue and presents perspectives on that issue in order to change or reinforce student opinion).
- b. Students will receive instruction on effective delivery. Students will learn to maintain effective eye contact; use note cards discretely; use appropriate voice volume, pitch, and variation; enunciate properly; and use body movement and position effectively.
- c. Students will learn when and how to integrate visual aids and audio devices successfully into oral presentations.

2. Group Process and Communication

All students should be involved in at least one group project that culminates in a presentation to the Freshman Inquiry class. The purpose of this project is multifaceted, but for group work to be successful, group members must learn the meaning of teamwork.

- a. Students will learn the normal processes involved in working through a group project. The phases are orientation (allows the students to understand the task and varying opinions about it), conflict (allows the students to discuss and resolve different strategies for implementing the project), emergence (allows the students to produce a well thought out plan without long-term ill feeling among some members), and reinforcement (allows the students to appreciate their good work and subsequent satisfaction).
- b. Each student will recognize the various roles necessary for successful group process, and recognize the role that she or he tends to play in normal group dynamics. For example, students will recognize what conflict style they gravitate towards (accommodator, compromiser, collaborator, competitor, or avoider), and learn to use or modify this style to work effectively in groups.
- c. Each group will negotiate the rules/codes of conduct for the group and necessary strategies to address the violation of those codes.

University Studies Writing

Score of 6 – Consistently does all or almost all of the following:

- demonstrates the ability to communicate clearly for a variety of purposes and diverse audiences
- shows the mark of the writer's own labor, critical judgment, and rhetorical shaping
- marked by lucid and orderly thinking, substantial depth, fullness and complexity of thought
- articulates metacognition on the writer's part: analysis of learning strategies, revision techniques and improvement in writing skills
- evidences control of diction, syntactic variety, and usage

Score of 5 – Does most of the following:

- reveals the ability to communicate for a variety of purposes and diverse audiences
- satisfactorily shows the mark of the writer's own labor, critical judgment, and rhetorical shaping
- main ideas are well supported with a fair degree of specificity
- organization reveals clarity of thought and paragraphs are coherent units
- writing is largely free of errors in mechanics, usage and sentence structure

Score of 4 – Does most of the following:

- does come to terms with the basic tasks of the assignments, but overall it executes the assignments less completely or less systematically than a 6 or 5 portfolio
- no serious weakness in organization. Though there may be some disjointedness and lack of focus, the reader can move with relative ease through the discourse
- generalizations are usually supported though some detail may be lacking or irrelevant.
- contains some errors in sentence structure and mechanics but, not to the point of distracting the reader from the content

Score of 3 – Does most or many of the following:

- shows difficulty in managing the tasks of the assignment
- likely weakness in analytical thinking or lack of development of key ideas
- marginally demonstrates the ability to communicate for a variety of purposes
- errors in sentence structure, usage, and mechanics do interfere with readability
- overall the portfolio shows some metacognition of the student's part, but there is lack of clarity and depth about revising and the writing process

Score of 2 – Does most or many of the following:

- does not come to terms with the assignment
- little development of ideas, and the reader finds it difficult to follow from one point to the next.
- writing tasks may be ignored or badly mishandled
- serious errors in reasoning may be present
- serious and frequent errors in sentence structure, usage, and mechanics may be present
- overall, the portfolio reveals an inability to communicate successfully

Score of 1 – Consistently does all or almost all of the following:

- reveals a combination of rhetorical problems from conceptual confusion, disorganization, and a basic inability to handle language

GOAL 2: COMMUNICATION – QUANTITATIVE LITERACY

Quantitative literacy merits definition. Frequently, definitions of quantitative literacy rely solely on desired outcomes and objectives, without first presenting the meaning of the term itself. Quantitative literacy involves numeric literacy, a command of basic descriptive statistics, rudimentary mathematical knowledge, and the capacity to use numerical and graphical methods effectively, to communicate information or to establish evidence for an argument. The quantitative literacy goal for Freshman Inquiry can be broken down into two basic objectives.

I. Two Basic Objectives

Here, we describe these two objectives and offer a short description of what we mean by them. The details of implementation might vary widely, depending on what fits in naturally with the course theme.

1. Understanding numbers as a natural part of organized, logical thinking:

Perhaps our most important objective in quantitative literacy is to address the fear and intimidation many students feel at the sight of numbers and graphs. We want our students to begin to incorporate numbers and what they mean into their immediate, common-sense framework of reasoning, rather than regard them as something abstract and inaccessible, relevant only to a math class.

Underlying this objective is the concept that math is a language. When most students read a simple sentence in English, they don't become preoccupied with the words themselves. Instead, they perform an almost automatic translation from the words to the meaning that the words convey. We want them to learn to react to numbers in a similar way. For most students, this learning will require projects and activities that ask them to translate among modes of expressing ideas: words, numbers, graphs, pictures, music, and any other modalities we can think of. Key to the success of most students will be opportunities to practice translating between numbers and words.

2. Understanding that quantity matters in making decisions:

Our second objective is arguably subsidiary to the first, but in the Freshman Inquiry context, it is useful to consider it independently.

To make good decisions on issues of public and private importance, we must often develop detailed and careful understanding of numerically expressed information. Our second goal is that students should grow to appreciate this and begin to develop this ability. Our students should be given tasks that involve thinking critically about complex policy issues or matters of fact, and experience the realization that to make a decision, they will need to understand matters of quantity and number. In some implementation contexts, this goal will dovetail with Freshman Inquiry goals regarding critical thinking, ethics, values, and social responsibility.

We want our students to move beyond the overly simplistic, dualistic thinking that also occurs in the realm of quantitative literacy. Our students need to experience problems whereby exact amounts or magnitudes matter while learning to understand probability as a significant way of knowing the world. We want our students to ask, "How much?" How does it compare, and does the difference matter? Do the consequences depend on the magnitude?

II. Expected and Desirable Learning Outcomes in Quantitative Literacy

While the above listed objectives delineate the underlying assumptions behind quantitative literacy, we wish to demarcate expected and desirable student learning outcomes. In so doing, we hope to not only address the issue of student learning, but also articulate expectations for faculty preparedness explicitly. All faculty should be able to teach to these expected learning outcomes. The listing of desirable learning outcomes delineates a general set of optimal results. Details of implementation will vary, depending on what fits naturally into the course theme.

University Studies Quantitative Literacy

Score of 6 – Consistently does all or almost all of the following:

- demonstrates evidence of ability to conduct independent research and to integrate the results with other methodologies in original work
- comprehensively displays meaning of statistical significance, calculus, a comprehensive understanding of causality and correlation, applications of normal curves and outliers to physical and social phenomena and an integrated comprehension of linear regression

Score of 5 – Does most of the following:

- demonstrates evidence of ability to conduct independent research and to integrate the results with other methodologies in original work although not to the fullest extent possible
- meaning of statistical significance, a comprehensive understanding of causality and correlation, applications of normal curves and outliers to physical and social phenomena, and an integrated comprehension of linear regression is present but not fully displayed

Score of 4 – Does most of the following:

- contains assignments demonstrating evidence of an ability to read, understand, and critique books or articles that make use of quantitative reasoning, using descriptive statistics, understanding the meaning of statistical significance, and by displaying data using appropriate graphs and charts
- assignments are included in the portfolio as separate entities and quantitative reasoning is integrated into other work

Score of 3 – Does most or many of the following:

- demonstrates evidence of an ability to read, understand, and critique books or articles that make use of quantitative reasoning, using descriptive statistics (mean, median, mode), understanding the meaning of statistical significance, and by displaying data using appropriate graphs and charts
- alternatively, well-designed and appropriate quantitative reasoning assignments are included in the portfolio, but as separate entities

Score of 2 – Does most or many of the following:

- demonstrates evidence of limited ability to define, duplicate, label, list, recognize and reproduce mathematical and statistical elements
- displays limited or no evidence of meaningful application of these numerical concepts

Score of 1 – Consistently does all or almost all of the following:

- demonstrates no evidence of ability to evaluate mathematics and statistics, including no knowledge of basic descriptive statistics

GOAL 3. DIVERSITY OF THE HUMAN EXPERIENCE

To provide an integrated education that will increase understanding of the human experience. This includes emphasis upon scientific, social, multicultural, environmental, and artistic components to the experience and full realization of human potential as individuals and communities.

Faculty Responsibilities:

1. Enhance awareness and appreciation of social diversity in the local, national, and global level.
2. Explore the evolution of human civilization from differing disciplinary and cultural perspectives.
3. Explore the course and implications of scientific and technological change.
4. Develop an appreciation of the aesthetic and intellectual components of the human experience in literature and the arts
5. Explore the relationship between physical, intellectual, emotional, and social well-being including the means by which self-actualization is developed and maintained throughout life.
6. Explore and appreciate the aesthetics of artistic expression and the contributions of the fine and performing arts of human movement/sport/play to the quality of life.
7. Develop the capacity to adapt to life challenges and to foster human development (including intellectual, physical, social, and emotional dimensions) amongst self and others throughout the life span.

Appreciation of the Diversity of Human Experience

The Freshman Inquiry student will understand and appreciate the varying realities of the human experience. This involves examining wider ethnic and cultural perspectives within the United States and around the world. It also involves the study of internationalization in world affairs. Some of the issues connected may be those of class, race, gender, and sexual orientation. It also involves appreciating diverse beliefs, experiences, and forms of creativity entailed in the scientific, social, cultural, environmental, and artistic components of human experience; and an appreciation of how human diversity is fundamental to the full realization of human potential on an individual, community, and global level.

In this goal, we include appreciation of at least the following aspects of human experience.

1. With regard to scientific and social change, students will:
 - Understand the socially constructed nature of science and fact
 - Be familiar with the processes of the development of scientific theory and knowledge
 - Be aware of processes whereby social, cultural, and political structures change
2. With regard to the aesthetic and intellectual components of the human experience, students will:
 - Be familiar with the artistic and intellectual traditions of both Western and non-Western cultures
 - Understand the development of artistic and intellectual traditions in light of their socio-historic contexts, and their relationship to their own and surrounding cultures
3. With regard to the relationship between various components of the human experience, students will:
 - Be aware of the relationships and interactions between scientific, cultural, intellectual and aesthetic issues
 - Be able to articulate multiple perspectives on complex human issues
4. With regard to the ability to adapt to change in self, others, and social structures, students will:
 - Be able to reflect on their own development as learners and as community members
 - Be familiar with various forms of human development, including intellectual, physical, social and emotional development
 - Be familiar with various strategies for bringing about social change
5. With regard to social justice, students will:
 - Be familiar with and respect the cultures and histories of traditionally marginalized social groups
 - Be able to work effectively with people from a variety of social groups
 - Understand the distribution of power based on social group membership, the process whereby power structures are developed and maintained, and the consequences of
 - differential distributions of power on both dominant and target group members

University Studies Diversity of Human Experience

Note: In this scoring guide, “diversity” refers to differences in ethnic, religious, and cultural perspectives, class, race, gender, age, sexual orientation and ability.

Score of 6 – Consistently does all or almost all of the following:

- creatively and comprehensively demonstrates an understanding of personal, institutional and ideological issues surrounding diversity in a scholarly fashion, using concrete examples
- work reflects an ability to view issues from multiple perspectives, to question what is being taught, and to construct independent meaning and interpretations
- demonstrates broad awareness of how the self appears from the greater perspective of human experience, questions own views in light of this awareness, and contemplates its implications for life choices in the personal and public spheres

Score of 5 – Does most of the following:

- presents persuasive arguments about, and insights into, prominent issues surrounding diversity, and discusses ways in which personal and cultural experiences influence lives, ideas, and events.
- reflects on personal experiences within the broader context of human experience, demonstrating a sophisticated awareness of the limitations of subjective experience and an informed view of the role difference plays in societies and institutions.

Score of 4 – Does most of the following:

- analyzes some issue(s) surrounding diversity, and demonstrates an ability to understand particular situations in the context of current concepts and theory
- discusses personal experience within the broader context of human experience, demonstrating a working knowledge of features of diverse peoples, societies and institutions, and analyzes these features in some way

Score of 3 – Does most or many of the following:

- demonstrates a basic working knowledge of central theories and concepts related to the study of diversity
- demonstrates some attempt to meaningfully locate oneself within the broader context of diverse culture

Score of 2 – Does most or many of the following:

- demonstrates a basic comprehension of some issues surrounding diversity, but refers only in a limited way to current theory and concepts
- relates personal experiences within the context of broader human experiences, but does not locate self within that context in a thoughtful manner

Score of 1 – Consistently does all or almost all of the following:

- uses some terminology surrounding diversity, but fails to demonstrate meaningful comprehension of key concepts.
- tells of personal experiences but does not connect, compare or contrast those with the experiences of others.

GOAL 4: ETHICAL ISSUES AND SOCIAL RESPONSIBILITY

Provide and integrated educational experience that develops and appreciation for and understanding of the relationships among personal, societal, and global well-being and the personal implications of such issues as the basis of ethical judgment, societal diversity, and the expectations of social responsibility.

Faculty Responsibilities:

1. Impart an appreciation of the impact of life choices on personal, social, and environmental health.
2. Enhance the understanding of ethical dilemmas confronted by individuals, groups, and communities and the foundations upon which resolution might be possible.
3. Challenge and test students' capacities to engage the ethical, interactive, and organizational challenges of the present era.
4. Facilitate and exploration of the personal implications and responsibilities in creating an ethical and safe familial environment, neighborhood, work environment, society, and global community.
5. Guide students to explore and appreciate the role of diversity in achieving environmental, social, and personal health.
6. Contribute to a familiarity with the values, foundations, and responsibilities of democratic society.

Ethics and Social Responsibility

The purpose of this goal is to have students become aware of the impact of individual and collective choices on society and the environment.

1. Social awareness:

Students will explore the consequences of their actions on society. They will begin to practice and test their capacities to engage in ethical, interactive and organizational challenges of the present era, such as exploring the personal implications and responsibilities involved in creating a safe family, school, neighborhood, work space and society. They will gain an understanding of ethical dimensions encountered in dilemmas and conflicts confronted by individuals, groups, and communities and the foundations upon which resolution might be possible. The values and rewards associated with service to community will be realized through various projects, such as volunteering with social action agencies.

2. Environmental awareness:

Students will explore the consequences of their actions on local and global ecosystems. They will begin to explore and appreciate the role of diversity in achieving environmental health and realize the impact of individual daily decisions in terms of how they affect the livability and sustainability of the earth. The necessity and rewards of contributing to global stewardship may be investigated through related projects, such as working with environmental protection organizations.

Rather than encouraging students to adopt the attitudes of their professors and peer mentors, they will be guided to come to their own conclusions about these two key ethical aspects through critical examination of various issues related to their course theme.

University Studies Ethical Issues and Social Responsibility

Note: In this scoring guide, the phrase “ethical issues and social responsibility” refers to the impact and value of individuals and their choices on society – intellectually, socially, and personally.

Score of 6 – Consistently does all or almost all of the following:

- creatively and comprehensively articulates approaches to ethical issues and social responsibility, in a scholarly manner, citing specific evidence
- demonstrates an ability view multiple sides of these issues
- questions what is being taught
- constructs independent meaning and interpretations
- presents well-developed ideas on the role of ethical issues and social responsibility in both private and public life
- demonstrates a deep awareness of how a conceptual understanding of ethical issues and social responsibility manifests concretely in one’s own personal choices, including decisions on when and how to act

Score of 5 – Does most of the following:

- analyzes ethical issues and social responsibility in a scholarly manner
- makes thoughtful connections between this area of study and its effects on lives, ideas, and events
- discusses explicitly how a deepening understanding of ethical issues and social responsibility has influenced personal opinions, decisions, and views on the role of self in society

Score of 4 – Does most of the following:

- thoughtfully analyzes, in a scholarly manner, a situation or situations in which ethical issues and social responsibility have played an important role
- begins to investigate connections between areas of controversy and to extrapolate meaning from specific examples
- applies learning in ethical issues and social responsibility to issues that arise in everyday life
- contemplates the impact of personal ethical choices and social action in the context of interpersonal and broader societal spheres

Score of 3 – Does most or many of the following:

- exhibits a working knowledge of major themes and scholarly debates surrounding ethical issues and social responsibility
- applies understanding to some topic(s) but offers no independent analysis
- references ethical issues and social responsibility as a subject of personal inquiry
- begins to question established views
- contemplates in some way the value and impact of individual choices and personal action on one’s broader community

Score of 2 – Does most or many of the following:

- mentions some issue(s) involving ethics and/or talks about social responsibility in a general fashion, but does not discuss these areas in a meaningful way
- contains some evidence of self-reflection in the area of ethical issues and/or social responsibility, but this reflection is superficial and reveals little or no questioning of established views

Score of 1 – Consistently does all or almost all of the following:

- displays little or no engagement with the subjects of ethical issues and social responsibility
- demonstrates little or no recognition of ethical issues and social responsibility as subjects worthy of personal inquiry.

¹ All of the material for this document has been derived from the FRINQ Faculty Handbook (2004-2005) and the University Studies Goals rubrics online, at <http://www.pdx.edu/unst/goals.html>. Any errors in the misrepresentation of this material are the sole responsibility of the compiler of this document, Martha J. Bianco, Ph.D.

APPENDIX II:

Self-Assessment of Progress Toward University Studies Goal Areas

NAME _____

TERM and YEAR _____

GOAL AREA	SELF-ASSESSMENT					
	Not Yet	Rarely	Sometimes	Frequently	Always	Don't Know
CRITICAL THINKING						
I accurately interpret evidence, statements, graphics, questions, etc.						
I identify salient arguments (reasons and claims) both pro and con						
I thoughtfully analyze and evaluate major alternative points of view						
I generate alternative explanations of phenomena or events						
I justify key results and procedures, explaining assumptions and reasons						
I follow evidence and reason without bias						
I make ethical judgments, carefully and objectively weighing pros & cons						
I take risks by questioning sources, assumptions, and authority						
I see myself rethinking and refining my own perspectives						
I use evidence to back my ideas						
Considering my term and year in college and the effort I've put into these areas, for this goal area I would give myself (circle one grade – add a plus or minus sign if you'd like)	NA	D	C	B	A	NA
WRITING						
I communicate clearly for a variety of audiences and purposes						
My writing reflects my own labor, critical judgment, and rhetoric						
My writing is clear, orderly, coherent, and organized						
I have mastered techniques for revision, editing, and improving						
I develop my main ideas with depth, fullness, and complexity of thought						
My writing is free of errors in diction, punctuation, grammar, and sentence structure						
My writing is free of errors in spelling, mechanical conventions, and proofreading						
I employ a wide range of rhetorical techniques to achieve variety in style						
I consistently use proper citation techniques and attribute appropriately						
Considering my term and year in college and the effort I've put into these areas, for this goal area I would give myself (circle one grade – add a plus or minus sign if you'd like)	NA	D	C	B	A	NA

GOAL AREA	SELF-ASSESSMENT					
	Not Yet	Rarely	Sometimes	Frequently	Always	Don't Know
QUANTITATIVE LITERACY						
I am able to perform independent research, integrating other methodologies with my work						
I have a comprehensive understanding of statistical significance						
I understand causality and correlation						
I understand and can apply the concepts of normal curves and outliers to social and physical phenomena						
I can understand and use the products of linear regression in my research						
I am able to read, understand, and critique books and articles that use quantitative reasoning, descriptive statistics, statistical significance, and charts and graphs						
I am able to include properly labeled and appropriate graphs and numerical data in my research						
Considering my term and year in college and the effort I've put into these areas, for this goal area I would give myself (circle one grade – add a plus or minus sign if you'd like)	NA	D	C	B	A	NA
DIVERSITY						
I creatively and comprehensively demonstrate an understanding of personal, institutional and ideological issues surrounding diversity in a scholarly fashion, using concrete examples						
My work reflects an ability to view issues from multiple perspectives, to question what is being taught, and to construct independent meaning and interpretations						
I have and demonstrate a broad awareness of how the self appears from the greater perspective of human experience, question my own views in light of this awareness, and contemplate its implications for life choices in the personal and public spheres						
Considering my term and year in college and the effort I've put into these areas, for this goal area I would give myself (circle one grade – add a plus or minus sign if you'd like)	NA	D	C	B	A	NA
ETHICS AND SOCIAL JUSTICE						
I creatively and comprehensively articulate and analyze approaches to ethical issues and social responsibility, in a scholarly manner, citing specific evidence						
I demonstrate an ability to view multiple sides of these issues						
I present well-developed ideas on the role of ethical issues and social responsibility in both private and public life						
I demonstrate a deep awareness of how a conceptual understanding of ethical issues and social responsibility manifests concretely in my own personal choices, including decisions on when and how to act						
Considering my term and year in college and the effort I've put into these areas, for this goal area I would give myself (circle one grade – add a plus or minus sign if you'd like)	NA	D	C	B	A	NA