**This file is separated into three sections and consists of exemplary GE course submissions from 2018-2019 Breadth Area Courses: (1) examples that meet Course Criteria, (2) examples that meet SLOs, and (3) examples of complex assignments that meet GE criteria.**

*With the instructors’ permission, these samples are provided to all EWU faculty as models of courses that successfully address GE course criteria and GE Student Learning outcomes.*

**Section I**

EXAMPLES OF COURSES EFFECTIVELY ADDRESSING GE COURSE CRITERIA

1. Women’s and Gender Studies 220

This course meets the Arts and Humanities breadth area criteria by preparing students to

* Develop compelling interpretations of texts (broadly construed to refer to scholarly texts as well as other documents and works of art, literature, or popular media) using the interpretive conventions of women, gender, and sexuality studies.
* Create a well-crafted text (broadly construed to refer to scholarly texts as well as other documents and works of art, literature, or popular media) representing the conventions of women, gender, and sexuality studies.
* Describe the historical, social, and cultural conditions that shape concepts of gender, sex, and sexuality.

1. GNML 212. Modern World Masterpieces

*Humanities and Arts. This course will prepare students to:*

1. *Develop compelling interpretations of World literature texts that reflect the field of literary and cultural studies’ interpretive conventions.*

This course will provide tools for students to *study*literature in a conventionally academic way, rather than to simply consume it in an intuitive or personal way. Students will learn to apply close reading, back ideas with specific textual references, develop a thesis, use academic conventions for quoting or giving references, etc. Students will read and discuss several works from different areas of the World, beyond the US or the UK. The readings will expose students to problems, themes, values, and environments from other cultural areas, thus stimulating their critical and self-critical skills.

1. *Create a well-crafted text as determined by the conventions of literary studies.*

Several writing assignments will be accomplished throughout the quarter. Formative assignments will help assess students’ needs; summative assignments will be written towards the end of the quarter, demonstrating the students’ grasp of basic essay writing conventions such as formatting, purpose, quotations, providing references, connectors, organization, etc. Feedback will be given by the instructor at every stage of the student’s development as a sophisticated writer.

1. *Describe the historical or socio-cultural conditions that have shaped World literature.*

In order for students to comprehend the literary texts’ significance, the class will provide, through lectures, readings and discussions, a basic introduction to the history, social aspects and culture of the World regions the works under study originate from. Industrialization, Modernism, war, colonialism, socialism, cultural identity, nationalism, and post-modernism are examples of notions that may be introduced, depending on the reading list.

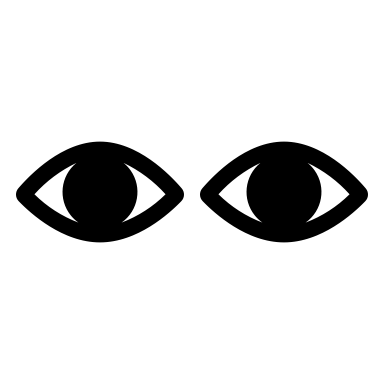
3. BIOL 115. Investigating Biology

This is a Lab-based Natural Sciences Breadth Area Course because students regularly collect, analyze, and interpret data based on observations of natural phenomena (e.g., student design an experiment to measure plant growth in response to various levels of a manipulated variable of their choosing) to support a scientific conclusion; this course also prepares students to

1. Describe one or more scientific processes used in the field of Biology (e.g., planning and carrying out investigations, analyzing and interpreting data, constructing explanations, engaging in scientific argumentation).

2. Explain some aspect (e.g., plant growth over time in response to various student designed manipulated variables, and exploring the percentages of various molecules that make up living things) using quantification.

3. Distinguish between knowledge claims that are scientific and those that are not.



You can visit course criteria on our General Education website [here.](https://inside.ewu.edu/generaleducation/course-criteria/)

**Section II**

EXAMPLE OF EFFECTIVELY ADDRESSING GE LEARNING OUTCOMES

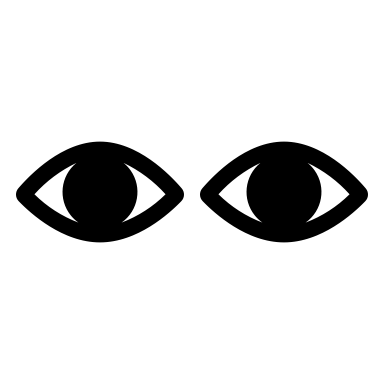
1. Women’s and Gender Studies 220

This course prepares students to demonstrate Analytical Thinking by:

* Examining evidence to identify patterns and anomalies in ideas and attitudes about gender, sex, and sexuality.
* Applying relevant theoretical perspectives (i.e., feminist theory, gender theory, queer theory) to ideas and attitudes about gender, sex, and sexuality to make sense of those ideas and attitudes.
* Stating conclusions about gender, sex, and sexuality that follow logically from available evidence.
* Identifying the limitations of various conclusions, including their own, about gender, sex, and sexuality.

This course prepares students to demonstrate Written Communication by:

* Articulating the purpose of their written work about gender, sex, and sexuality.
* Clearly conveying meaning throughout their written work about gender, sex, and sexuality.
* Cogently organizing their written work about gender, sex, and sexuality.
* Making appropriate choices concerning style, tone, and complexity of their written work about gender, sex, and sexuality.



You can download the GE Student Learning Outcomes (SLO’s) rubrics <here>.

**Section III**

EXAMPLE OF EFFECTIVELY ADDRESSING GE LEARNING OUTCOMES IN A COMPLEX ASSIGNMENT WITH FORMATIVE FEEDBACK

1. Women’s and Gender Studies 220

**Complex Assignment: Analytical Thinking & Written Communication**

LGBTQ+ RESEARCH PROJECT

Students will select an issue or topic pertaining to gender, sex, and sexuality. They will 1) engage in preliminary research, 2) submit a proposal, 3) prepare a project draft (an academic paper, a mock grant application, informational brochure, zine, training video, etc.), 4) present that project draft to the class, and 5) revise and submit their final project draft.

TASK 1: PLELIMINARY RESEARCH

In this phase of the assignment,students will demonstrateAnalytical Thinkingby systematically examining evidence to identify patterns and anomalies.

The first task in this multistep assignment is for students to select an issue or topic and identify a corresponding research project. Students will begin with a general area of interest to guide their preliminary research. During this preliminary research, students will examine evidence and identify patterns and anomalies in order to choose a research project that is relevant to their area of interest.

Specifically, students will be expected to submit a 1-2 page document that 1) articulates their area of interest, 2) proposes a possible research project format (ex., an academic paper, a mock grant application, informational brochure, zine, training video, etc.), and 3) briefly summarizes several (5-10) preliminary sources (websites, articles, books, videos, etc.) for possible use in preparing their final research project.

This document will be due toward the beginning of the term (within the first few meetings), so that students will have the opportunity to get started almost immediately after the start of the course.

This document will be very loosely graded (good/pass/fail). If submitted by the due date, students will have the option to revise and resubmit to improve their grade. If submitted after the due date, their maximum score (even with subsequent revision) will be “pass.”

Feedback will be tailored to the chosen issue or topic, guiding students in their examination of evidence and identification of patterns and anomalies, as well as the selection of suitable resources and appropriate project format.

TASK 2: PROJECT PROPOSAL

In addition to the skills in the first task, in this phase of the assignment, students will demonstrateWritten Communicationbyclarifying the purpose of their project.

In this phase of the assignment,students will demonstrateAnalytical Thinkingby applying theory to make meaningful sense of information.

The second task in this multistep assignment is for students to prepare a research proposal that clarifies the purpose of their projectand articulates how they will use relevant theory to make meaningful sense of the material in their final research project.

Specifically, students will be expected to submit a 3-5 page document that 1) identifies the specific issue or topic to be addressed in their final research project, 2) indicates which theoretical concepts they will apply in preparing their final research project, 3) describes the format (ex., an academic paper, a mock grant application, informational brochure, zine, training video, etc.) that their final research project will take, 4) explains why the particular form they have chosen is well suited for the conveying the ideas and information their final research project intends to convey, and 5) provides a list of 10 or more sources (websites, articles, books, videos, etc.) that will inform their final research project.

This document will be due around the middle of the term. This ensures that students will be far enough along in their introduction to LGBTQ+ Studies to apply relevant theoretical concepts (ex., heteronormativity, social construction, patriarchy, intersectionality, etc.) to make sense of the material, while still having plenty of time to complete the final project by the end of the course.

This document will be very loosely graded (good/pass/fail). If submitted by the due date, students will have the option to revise and resubmit to improve their grade. If submitted after the due date, their maximum score (even with subsequent revision) will be “pass.”

Feedback will be tailored to the specific research project, guiding students in clarifying the purpose of their project and applying relevant theory, as well as the selection of suitable resources and project format.

TASK 3: PROJECT DRAFT

In addition to the skills in the first two tasks, in phase of the assignment, students will demonstrateAnalytical Thinkingby stating conclusions that are logical extrapolations from the evidence.

In this phase of the assignment, students will demonstrateWritten Communicationby conveying meaning throughout the document (or the textual portion of their project).

In this phase of the assignment, students will demonstrateWritten Communicationbyorganizing their document (or project) logically.

In this phase of the assignment, students will demonstrateWritten Communicationbymaking choices concerning style, tone, and degree of complexity that are appropriate to the audience.

The third task in this multistep assignment is for students to prepare a draft project in which they draw logical conclusions, convey meaning effectively, organize their project logically, and make choices appropriate to their audience.

Specifically, students will be expected to submit a project (10-12 pages or equivalent) that conveys information and ideas about their chosen issue or topic in a format that suits the subject matter. Examples include (but are by no means limited to, the following: an academic paper for a comparative discussion of essentialism and social construction; a mock application for a grant to reduce suicide rates among LGBTQ+ youth that conveys research about depression and various preventive measures; an informational brochure that provides information about terminology surrounding LGBTQ and emerging identities and pronouns; a zine that explores underground queer publications;  a training video that addresses the treatment of transgender employees in the workplace; etc.

This project draft will be due near enough to the end of the term to give students plenty of time to complete the work, but with enough time to make final revisions before the end of the course.

This project draft will be very loosely graded (good/pass/fail). If not submitted by the due date, students will forfeit the opportunity to get credit (and feedback) for this task.

Feedback will be tailored to the specific research project, guiding students in the extrapolation of conclusions from evidence, conveying meaning throughout the project, as well as various choices regarding style, tone, and complexity made throughout the project.

TASK 4: CLASS PRESENTATION

In addition to the skills in the first three tasks, in this phase of the assignment,students will demonstrateAnalytical Thinkingby identifying the limitations of the conclusions they draw.The fourth task in this multistep assignment is for students to give a brief class presentation about their final project in order to address the limitations of their project and the conclusions they have drawn.

Specifically, students will (briefly and informally) explain their project to the class. If appropriate, they will pass it around (in draft form) or just summarize it. The presenters and the other students will be invited to address the strengths and weaknesses of each work, so the feedback on this aspect of the assignment will be immediate, thereby giving students to incorporate this feedback into their final drafts.

The presentation will be very loosely graded (good/pass/fail). If not completed by the due date, students will forfeit the opportunity to get credit (and feedback) for this task.

TASK 5: FINAL PROJECT

In this phase of the assignment, students will demonstrate all of the learning objectives forAnalytical ThinkingandWritten Communication.

The final task in this multistep assignment is the culmination of all of the feedback on the various learning objectives for Analytical Thinking and Written Communication addressed throughout the other phases.

During finals week, students will be expected to submit the final draft of their LGBTQ+ research project. It will be graded out of 50 points according to the following rubric.

2. Art 213. Visual Art experience

This is an example of a three-part Complex Assignment used to assess: analytical thinking, and, written communication. Both GE Learning Outcomes are outlined in the section above and will be provided to students.

The Art Department offers approximately five sections of ART 213 per quarter, with at least five different faculty teaching this course per year.  213 Faculty understand:

* the assignment as described in this document is a mere framework,
* the assignment is “complex”, meaning it involves a process for feedback before a final grade is rendered,
* he/she is free to alter the process to fit his/her student’s needs,
* he/she will be charged with collecting assessment data for this course as it pertains to the two Student Learning Outcomes listed above.

Beginning in Fall of 2018, some faculty have agreed to implement a trial run of this assignment.  The feedback provided includes:

**PART I:  find.**

Visit an art exhibition at the EWU Art Gallery and carefully inspect all of the works of art on display.  Pick one work of art to analyze. Take a photograph of the art image/object.  To further understand the visual logic of a work of art, sometimes it is helpful to take some detail photographs and/or make a sketch of the work.  Note the credit line information (artist’s name, size, medium and year created).

**PART II:  look and list.**

* Insert the image and credit line into a Word document.
* Further observe the work of art.  This should take some time – allow the eye to absorb the image.
* Make a list of the key elements of design identified in the work of art.  Briefly describe how each element is used in the work of art.
* Analyze how the elements of design are used in the visual composition and make a list of the key principles of design identified in the work of art. Briefly describe how each principle is used in the work of art.
* Submit this paper to the Professor for **formative feedback**:

a.  Professor will read papers and discuss strengths/weaknesses found in paper

b.  Professor will revisit gallery with students and formally analyze a work of art to model critical, formal language required of final submission.  Small group discussions would allow for more practice, too.

**PART III:  write a visual analysis.**

After receiving feedback from an Instructor, compose a visual analysis of the work of art using full sentences and paragraph form.  The goal is to explain and identify the ways in which certain visual elements and principles have been arranged and function within a composition.  For example, describe how the elements are arranged to show a certain type of balance.  Analyze where the focal point is and how the artist forces the viewer’s eye. Be sure to use the vocabulary words specific to the elements and principles of design. To help with the logistics of written communication, it may be useful to analyze each element in its own paragraph – beginning each paragraph with a topic sentence about the significance of the element or principle, and ending it with a concluding statement.

NOTE:. This is not a reflection about the meaning and/or historical context of the art.

3. BIOL 115. Investigating Biology

**Analytical Thinking**: Students will collect and analyze data to answer a question about how organisms in a population evolve over time. The assignment will involve students conducting observations, analyzing data for changes over time, and constructing appropriate explanations based on students’ data and their understanding of the theory of evolution. These activities will be scaffolded using worksheets that serve as formative assessments for the instructor throughout the investigation. Students will need to analyze and graph their raw data and be able to interpret graphs showing data on traits of organisms over time. Students will receive feedback throughout this investigation on their initial data analyses, constructions of graphs, and interpretations of figures. Students will use this feedback on a summative worksheet assigned to students at the end of the investigation and on the unit exam.  In this assignment students will demonstrate the ability to think analytically by:

* Systematically examining evidence to identify patterns and anomalies.

Students will look at data on traits in organisms that have changed over time to identify patterns in natural selection within the population studied. Students will construct explanations on an in-class, formative worksheet they submit. This worksheet will be evaluated by the instructor with written feedback on assignments and oral feedback to the whole class. Students will use feedback to more appropriately identify patterns in data on the summative worksheet and unit exam.

* Applying a theory to make meaningful sense of the data.

Students will apply the theory of evolution when interpreting data on traits in organisms that have changed over time. Students will construct explanations on an in-class worksheet they submit. This worksheet will be evaluated by the instructor with written feedback on assignments and oral feedback to the whole class. Students will use feedback to more appropriately interpret data using the theory of evolution on the summative worksheet and unit exam.

* Stating conclusions that are logical extrapolations from the evidence.

Students will make logical conclusions using their data on the populations they are investigating. This may include how this population would respond to hypothetical environmental changes. Students will make these conclusions and predictions on the formative, in-class worksheets, and use the feedback they receive on the summative, end-of-investigation worksheet and unit exam.

* Identifying the limitations of the conclusions they draw.

Students will explicitly state the limitations of the methods of their investigation on their in-class worksheets, and use the feedback they receive on the summative, end-of-investigation worksheet and unit exam.

**Quantitative Literacy**: Students will plan and conduct an investigation on plant growth. Students will design multiple treatment groups exploring the effect of a manipulated variable on plant growth, with multiple replicates in each group. Students will collect data on the growth of their plants from seeds to understand how plants use nutrients in cellular processes (e.g., photosynthesis, cellular respiration). Students will analyze their data through an iterative process that includes initial data analysis and graph construction on an in-class worksheet. Students will receive feedback and use that to construct graphs and table to use in a presentation of their project to the class. Students will receive additional feedback on their presentation, which students will use to further improve their presentation of the results on a lab report. In this assignment students will demonstrate quantitative literacy by:

* Solving mathematical problems correctly by performing calculations.

Students will need to calculate growth of plants over time in various conditions and average plant growth of replicate treatment groups. Students will receive feedback on their initiation calculations on an in-class worksheet, and use this feedback in their class presentations and formal lab reports.

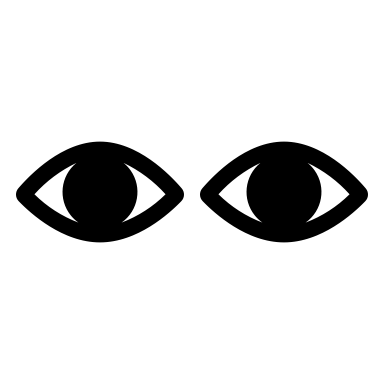
* Accurately describing the meaning of information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables).

Students will construct and interpret graphs of plant growth in various conditions. Students will describe their graphs/tables to the class during presentations. Students will receive written feedback on these presentations and use this feedback to better describe their results in a formal lab report.

* Accurately converting information into mathematical forms (e.g., equations, graphs, diagrams, and tables).

Students will accurately convert their raw data on plant growth into tables and/or graphs. Students will initially do this on an in-class worksheet, receive written feedback, and use this feedback when constructing tables/graphs for their class presentations and formal lab reports.

* Correctly using quantitative information to support an argument.

Students will present an explanation of the factors that influence plant growth using their data representations in their class presentation. Students will receive written feedback, and use this feedback to better use their data to support an argument on the factors that influence plant growth in their formal lab reports.

For more information on complex assignments, please visit [this link](https://d3tb2mkdocc4em.cloudfront.net/generaleducation/wp-content/uploads/sites/54/2018/11/Complex-Assignment.docx).