

Learning Outcomes for CAP courses

CAP102 – Introduction to Honors

Students in this course are expected to:

- Discuss the personal, academic, and philosophical value(s) of liberal education, interdisciplinarity, and the role honors programs play in higher education generally and at UIS in particular.
- Identify, locate, and use campus resources for your academic and personal well-being
- Discover personal values, goals, attitudes, and behavior patterns (both the good and the bad) to move you toward success
- Collaborate productively with members of the living-learning community
- Complete an intellectual autobiography and lifestyle exploration paper that identify your learning goals and map a path toward academic achievement and professional fulfillment.

CAP111 – Honors Composition

Students in this course are expected to:

- Discover topics on which to write
- Invent rhetorical structures and strategies for addressing the topic and audience
- Draft, analyze, and evaluate drafts of your writing
- Review and revise all of your writing for this course
- Identify, evaluate, and integrate reliable, credible sources into your writing
- Respond to peers' writing in constructively critical ways
- Articulate experience and research in writing and orally
- Identify and gather insights from several disciplines
- Name what constitutes a discipline
- Articulate disciplinary perspectives and find their common ground
- Develop critical reading skills.

CAP115 – Interdisciplinary Writing (linked to CAP123)

This course is meant to foster achievement of the following goals:

Interdisciplinary Competencies:

- understand that worldview, assumptions, methods, and inquiry distinguish the disciplines
- distinguish problems that warrant an interdisciplinary approach
- integrate disciplinary perspectives through the discovery of common ground
- make innovative connections among ideas, including original ideas and others' ideas
- demonstrate that stylistic choices are related to various factors, including disciplinary and audience expectations and research methodologies.

Writing, Research, and Reading Competencies:

- compose original and discourse-appropriate texts that evaluate, analyze, and synthesize primary and secondary texts
- read, analyze, and critique texts
- practice collaborating on writing and research
- apply advanced information literacy skills, including techniques for choosing and evaluating sources and writing in computer-based environments
- develop control over surface features of writing and identify and produce correct and appropriate documentation of sources.

CAP122 – Who Am I?

Students in this course are expected to:

- Demonstrate an understanding of the process of identity formation and the human/cultural motivation to explore the self
- Articulate different disciplinary perspectives of the self and analyze the factors that govern those perspectives
- Integrate ideas in the humanities and social sciences to investigate the concept of identity and the role of the self in community
- Analyze the interconnections between self-representations and their societal contexts

- Explain how societies and cultures impact the process of identity formation
- Portray and reflect upon aspects of selfhood through visual symbols, narrative, and/or other expressive media.

CAP123 – How Do You Know? (linked to CAP115)

Students in this course are expected to:

- Explain how institutions and cultures produce knowledge.
- Demonstrate awareness about how peoples are embedded in systems of knowing; explain the culturally specific contexts that generate systems of knowledge.
- Recognize the multiplicity of ways knowing across cultures and / or times.
- Reflect on the power dynamics inherent in studying phenomena.
- Identify methodological foundations.
- Analyze how relationships between global and local environments affect knowledge production.
- Evaluate the credibility of both primary and secondary sources.
- Synthesize different ways of knowing to address an issue or explain phenomena.

CAP141 & 142 – Biology & Chemistry of the Environment I & II

Students in this course are expected to:

- gain an appreciation for the chemical and biological sciences
- gain perspective on the science behind our environmental problems and how they've come to be
- learn to think more critically / develop and further improve your problem solving abilities
- understand that science is not one-dimensional but rather is dependent on fields of study outside the traditional science
- understand that having a basic science literacy can be useful to you in your daily lives.

CAP225 – What is Good?

Students in this course are expected to:

- Examine various conceptualizations of the good from multiple perspectives
- Explore consensus and lack thereof in notions of goodness
- Analyze the bases for assumptions of goodness
- Explain and analyze the dialectics among various conceptions and implementations of the good
- Trace some of the sources of one or more culture's conceptions of the good
- Connect personal understanding of the good to group, cultural, and historical ideas of goodness
- Explore conflicts and syntheses of ideas of the good in philosophy, art, politics, economics, history, religion, and popular culture

CAP226 – What is Power?

Students in this course are expected to:

- Identify theories and taxonomies of power
- Define how various groups/cultures use and understand power
- Recognize the operation of power in various situations and relationships (social and/or interpersonal)
- Investigate networks of power relationships
- Question sources and uses of power in politics, society, and everyday life
- Reflect on power as it relates to one's own life
- Draw parallels between power and economic status, power and gender, power and ethnicity or race
- Identify and explain structures of power such as hierarchies, economic systems, and monopolies
- Trace historical development of power structures
- Describe how power operates in institutional, social, interpersonal, and/or political contexts
- Draw lessons from examining the operations of power.

CAP 250 and 350 – Topics in Global Issues – (ECCE Global Awareness)

Students in this course are expected to:

- Broaden their perspectives on world issues
- Examine their own cultural assumptions by comparing and contrasting the beliefs and practices of other societies
- Describe and analyze the forces that shape worldviews and social structures
- Demonstrate awareness and understanding of the diversity of cultures and peoples of the world
- Integrate disciplinary perspectives on issues of global significance
- Analyze power relations and their consequences.
- Communicate ideas effectively in writing and speaking

CAP370 – ECCE: Peer Mentoring (ECCE Engagement Experience)

Students in this course are expected to:

- Develop skills to help foster a more successful transition to college for first-year students
- Demonstrate leadership skills along with problem-solving and communication skills associated with mentoring
- Describe and analyze psychological, sociological, and academic issues associated with freshmen transition
- Write and reflect on experiential learning associated with peer mentoring.

CAP402 – Senior Seminar

Students in this course are expected to:

- Develop a portfolio of their best work to show their progression
- Write an integrative, reflective paper that makes explicit interdisciplinary connections
- Present an interdisciplinary project to a mixed audience of students, faculty, professionals, and staff.