

First-Year Experience and Explorations: FUSE 101

Learning Outcomes

The First-Year Experience: FUSE 101 and FUSE 102

The 2-course FYE sequence--FUSE 101 Frontiers and FUSE 102 Intersections--plays the critical role of helping students develop learning outcomes needed for doing college level work. Over the course of the two semesters, students develop their capacities in Writing, Critical Thinking, and Information Literacy. In FUSE 102, we add a fourth Learning Outcome: Interdisciplinary Thinking.

Upon successful completion of FUSE 101 and FUSE 102, students will be able to do the following:

LO1 (Writing): express themselves through writing in a wide variety of modes, from narratives to arguments, in order to develop clarity and directness of prose, effective paragraph structure, and English usage.

LO2 (Critical Thinking): effectively present, interpret, and evaluate supporting and opposing evidence, and be able to identify underlying assumptions in arguments and to articulate the implications that follow from holding a particular position.

LO3 (Information Literacy): demonstrate the ability to find and evaluate relevant sources and use the sources effectively in their work.

LO4 (Interdisciplinary Thinking): demonstrate the ability to draw upon multiple viewpoints in order to make sense of complex issues.

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FUSE 102				
	Capstone 4	Milestone		Benchmark 1
		3	2	
Writing: Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Critical Thinking: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Information Literacy: Evaluate Information and its Sources Critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Information Literacy: Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.).
Interdisciplinary Thinking:	Independently creates wholes out	Independently connects examples,	When prompted, connects examples,	When prompted, presents examples,

YDF LOs and RUBRICS FUSE 101 102 AND EXPLORATIONS/ 4

<p>Connections to Discipline Sees (makes) connections across disciplines, perspectives</p>	<p>of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</p>	<p>facts, or theories from more than one field of study or perspective.</p>	<p>facts, or theories from more than one field of study or perspective.</p>	<p>facts, or theories from more than one field of study or perspective.</p>
<p>Interdisciplinary Thinking: Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</p>	<p>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>	<p>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</p>	<p>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</p>	<p>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</p>
<p>Unless otherwise noted, the rubrics are drawn from the AACU VALUE rubrics.</p>				

Drury Explorations: Creative Explorations

The Learning Outcomes for each category below were written by faculty and approved by AAC and the whole faculty.

Creative Explorations: Cultivating inventiveness through critical thinking and expression.

Learning Outcomes:

- *Engaging in activities that demonstrate how imagination and technique are expressed in creative works.*
- *Reflecting on the meaning and importance of creative works.*

Drury Explorations: Creative Explorations				
	Capstone 4	Milestones		Benchmark 1
		3	2	
Imagination and Technique	Student work demonstrates mastery of specific technique(s) in a medium (art, drama, music, literature, etc.) or subtly and fully explains how technique operates to express the imagination through works of art.	Student work consistently demonstrates competence in use of technique(s) in a medium (art, drama, music, literature, etc.) or consistently explains how technique operates to express the imagination through works of art.	Student work occasionally demonstrates competence of technique(s) in a medium (art, drama, music, literature, etc.) or occasionally explains how technique operates to express the imagination through works of art.	Student work ineffectively uses technique(s) in a medium (art, drama, music, literature, etc.) or ineffectively explains how technique operates to express the imagination through works of art.
Value of Creative Work	Student work fully and subtly articulates the importance works of art play in human life.	Student work consistently shows ability to articulate the importance works of art play in human life.	Student work occasionally shows ability to articulate the importance works of art play in human life.	Student work ineffectively articulates the importance works of art play in human life.
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Drury Explorations: Ethical Explorations

The Learning Outcomes for each category below were written by faculty and approved by AAC and the whole faculty.

Ethical Explorations: Identifying and analyzing ethical issues in work and/or life contexts.

Learning Outcomes:

- *Understanding ethical theories and concepts.*
- *Apply ethical perspectives to a range of complex problems.*

Drury Explorations: Ethical Explorations				
	Capstone 4	Milestones 3 2		Benchmark
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory	Student only names the major theory she/he uses.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.
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Drury Explorations: Exploring Communities and Civic Engagement

The Learning Outcomes for each category below were written by faculty and approved by AAC and the whole faculty.

Exploring Communities and Civic Engagement: Investigating the ways in which communities organize themselves and citizens participate in public life.

Learning Outcomes:

- *Understanding the institutional structures and rules that distribute authority in society.*
- *Understanding the active role that citizens play in influencing public policies.*

Drury Explorations: Exploring Communities and Civic Engagement				
	Capstone	Milestones		Benchmark
	4	3	2	1
Knowledge – Institutions Concepts of power and authority	Students fully and accurately explain how power and authority work and discuss relevant examples of their legitimate or illegitimate use.	Students accurately explain how power and authority work and cite relevant examples of their legitimate or illegitimate use.	Students partially illustrate how power and authority work and cite relevant examples of their legitimate or illegitimate use.	Students vaguely or incompletely explain power and authority or cannot illustrate how power and authority operate.
Rules and institutional structures (political, economic and social)	Students fully and accurately illustrate how institutional rules and structures allocate power and authority and how and why they have evolved over time.	Students accurately explain how institutional rules and structures allocate power and authority and how they have evolved over time.	Students partially explain how institutional rules and structures allocate power and authority but may not explain how they evolve over time.	Students can describe or identify rule and structures but do not demonstrate an understanding of how they allocate power and authority.
Authority distributed at multiple levels (local, national and international)	Students demonstrate complete and accurate comprehension of governmental structures at the state, federal, and international levels and clearly explain the political ideas that underpin them.	Students demonstrate accurate comprehension of governmental structures at the state, federal, and international levels and explain the political ideas that underpin them.	Students demonstrate a limited comprehension of governmental structures at the state, federal, and international levels and identify the political ideas that underpin them.	Students know the names of governmental institutions, but inadequately explain their function or relationship.
Knowledge - Processes	Students subtly explain how citizens can influence public policy, and can identify and meaningfully analyze social and historical contexts at work in specific episodes (historical or contemporary) in which citizens have effected change.	Students explain how citizens can influence public policy, and can identify and partially analyze social and historical contexts at work in specific episodes (historical or contemporary) in which citizens have effected change.	Students partially explain how citizens can influence public policy but may not demonstrate an understanding of the contexts in which change happens.	Students state that citizens can and have influenced public policy, but do not adequately explain how change happens or has happened historically.
Rubrics created by DU faculty and YDF coordinators				

Drury Explorations: Exploring the Natural World

The Learning Outcomes for each category below were written by faculty and approved by AAC and the whole faculty.

Exploring the Natural World: Understanding and applying the processes of scientific and/or mathematical inquiry to investigate our natural environment.

Learning Outcomes:

- *Understanding how to apply formal reasoning or empirical methods to solve problems.*
- *Understanding the physical world through identifying patterns within the natural sciences.*

Drury Explorations: Exploring the Natural World				
	Capstone 4	Milestones		Benchmark
		3	2	
Interpretation Ability to explain information presented in mathematical or scientific forms (e.g., equations, graphs, diagrams, tables, words)	Provides accurate explanations of information presented in mathematical or scientific forms (e.g., equations, graphs, diagrams, tables, words). Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical or scientific forms (e.g., equations, graphs, diagrams, tables, words).	Provides somewhat accurate explanations of information presented in mathematical or scientific forms (e.g., equations, graphs, diagrams, tables, words), but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical or scientific forms (e.g., equations, graphs, diagrams, tables, words), but draws incorrect conclusions about what the information means.
Representation Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Skillfully converts relevant information into various mathematical or scientific forms (e.g., equations, graphs, diagrams, tables, words).	Competently converts relevant information into an appropriate and desired mathematical or scientific form (e.g., equations, graphs, diagrams, tables, words).	Completes conversion of information but resulting mathematical or scientific (e.g., equations, graphs, diagrams, tables, words) portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical or scientific (e.g., equations, graphs, diagrams, tables, words) portrayal is inappropriate or inaccurate.
Application Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.	Skillfully applies mathematical or scientific methods and reasoning to critically examine and evaluate models and apply these perspectives to contemporary problems.	Competently applies mathematical or scientific methods and reasoning to critically examine and evaluate models and apply these perspectives to contemporary problems.	Applies mathematical or scientific methods but results are only partially appropriate or accurate.	Applies mathematical or scientific methods but results are inappropriate or inaccurate.

Unless otherwise noted, the rubrics are drawn from the AACU VALUE rubrics.

Application courtesy of Florida State, adapted from AACU VALUE Rubrics

Drury Explorations: Exploring the Self and Others

The Learning Outcomes for each category below were written by faculty and approved by AAC and the whole faculty.

Exploring the Self and Others: Understanding the identity and behavior of one's self and others in a variety of contexts.

Learning Outcomes:

- *Learning to recognize how human behavior is created and sustained by such factors as gender, class, race, age, disability status, and/or sexual orientation.*
- *Analyzing the patterns of individual behavior and group dynamics.*

Drury Explorations: Exploring the Self and Others				
	Capstone 4	Milestones		Benchmark
		3	2	
Knowledge Cultural self-awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices
Skills Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding
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Drury Explorations: Exploring Narratives and Texts

The Learning Outcomes for each category below were written by faculty and approved by AAC and the whole faculty.

Exploring Narratives and Texts: Investigating the human experience through analysis of narratives and texts.

Learning Outcomes:

- *Understanding the stories, texts, and histories that illuminate a range of human experiences.*
- *Learning to apply textual or literary analysis to enhance awareness of the complexities of the human condition.*

Drury Explorations: Exploring Narratives and Texts				
	Capstone 4	Milestones		Benchmark
		3	2	
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Relationship to Text Making meanings with texts in their contexts	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
Analysis Interacting with texts in parts and as wholes	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation Making sense with texts as blueprints for meaning	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Reader's Voice Participating in academic discourse about texts	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

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Drury Explorations: Exploring Global Cultures

The Learning Outcomes for each category below were written by faculty and approved by AAC and the whole faculty.

Exploring Global Cultures: Investigating diverse identities, beliefs, cultures, languages, and societies in a global context.

Learning Outcomes:

- *Understanding diverse elements of cultural identity from multiple perspectives across global settings.*
- *Analyzing cross-cultural interactions and their impact on lived experiences.*

Drury Explorations: Creative Explorations				
	Capstone 4	Milestones		Benchmark
		3	2	
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
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