Ethics, Speech and Writing Class Comparison

Fall 2018

MnTC Goal Area

Communication

Goal Area 1

**COMM 1120 – Introduction to Public Speaking**

Prerequisites: Assessment into ENGL 1101

* Demonstrate the writing and speaking process through invention, organization, drafting, revision, editing, and presentation.
* Select appropriate communication choices for specific audiences.
* Complete speaking evaluations with an emphasis on listening and responding ethically.
* Demonstrate the ability to make sound rhetorical choices.
* Write and deliver speeches that demonstrate a clear, critical perspective on speech topic.
* Demonstrate the appropriate use of verbal and nonverbal delivery.
* Complete group work with emphasis on cooperative learning and critical thinking.
* Incorporate diverse and ethical supporting material in the speech-making process.
* Evaluate the effectiveness of logical and coherent arguments for the purpose of persuasion.

**COMM 1130 – Small Group Communication**

Prerequisites: Assessment into ENGL 1101

* Participate effectively in groups with an emphasis on listening, critical thinking, and responding in small group situations.
* Locate, evaluate, and synthesize material from various sources and points of view while working on small group projects.
* Understand principles of group membership and formation.
* Recognize effects of group norms and roles on small group communication.
* Apply various theories to improve one's ability to explain and predict small group communication and behavior.
* Employ strategies to improve innovation and creativity in small group problem-solving.
* Describe the effects of communication climate and nonverbal communication in group situations.
* Demonstrate effective leadership skills in small group situations.
* Practice a variety of problem-solving approaches in small group situations.
* Identify misconceptions relating to conflict in group situations.
* Demonstrate effective conflict management in small group situations.

**COMM 1140 – Interpersonal Communication**

Prerequisites: Assessment into ENGL 1101

* Define the interpersonal communication process and its various components.
* Identify the differences between various types of interpersonal relationships.
* Reflect on the concept of "self" and the role communication plays in creating self concepts.
* Describe how the subjective nature of perception influences interpersonal relationships.
* Analyze the role of verbal and nonverbal behavior in interpersonal communication.
* Employ listening strategies designed to enhance interpersonal relationships.
* Recognize how emotions and the expression of them affect interpersonal relationships.
* Demonstrate an understanding of healthy and unhealthy interpersonal conflict resolution.
* Apply communication strategies to create healthy interpersonal climates.
* Locate, review and synthesize interpersonal communication theories in the analysis of real-life relationships.

**COMM 2260 – Computer-Mediated Communication**

Prerequisites: ENGL 1101

* Effectively communicate using a variety of communication technologies and media.
* Identify ethical issues specific to computer-mediated communication.
* Use communication technologies to work collaboratively, employing strategies and tools for successful online collaboration and for communicating personal, professional and public messages.
* Demonstrate an understanding of the complexities surrounding the creation of public messages using digital media and the challenges of mediated communication on interpersonal relationships.
* Explain how mediated communication is influencing social change both nationally and globally.
* Recognize and describe the globalizing effect of the Internet.
* Examine the challenges of presenting oneself online, and employ strategies and tools for successful self-presentation.
* Apply communication theory to identify the dynamics of computer-mediated communication.
* Analyze how the Internet democratizes information, and assess the positive and negative effects of this democratization.

**ENGL 1101 – College Writing**

Prerequisites: Completion of ELL1080, ENGL0096, or ENGL0097 with a grade of C or higher OR placement into college-level English.

* Demonstrate the writing process through invention, organization, drafting, revision, editing and presentation.
* Participate effectively in groups with emphasis on listening, critical and reflective thinking and responding.
* Locate and evaluate information from diverse academic sources.
* Synthesize information from diverse academic sources.
* Construct logical and coherent arguments.
* Use authority, point-of-view and individual voice and style in writing.
* Respond critically via discussion.
* Respond critically via writing.
* Employ syntax and usage appropriate to academic disciplines and the professional world.
* Select appropriate communication choices for specific audiences.
* Use a discipline-appropriate style guide to responsibly credit and document information.

**ENGL 1205 – Writing about Literature**

Prerequisites: ENGL 1101

* Define genres of literature.
* Identify the conventions of literary genres.
* Analyze literature from various perspectives.
* Exhibit an awareness of context when analyzing a text.
* Exhibit increased openness to literary inquiry.
* Formulate informed questions about literature.
* Draw inferences from multiple primary and secondary academic resources.
* Respond critically via discussion and writing.
* Establish a position and synthesize information from sources to support that position.
* Apply ethical standards when writing.
* Document sources according to the standards of a discipline.
* Refine drafting, revising and editing skills.
* Develop style and voice through writing.

**ENGL 1210 – Writing About Current Issues**

Prerequisites: ENGL 1101

* Demonstrate an awareness of current issues.
* Examine texts about current and contemporary life.
* Exhibit an awareness of context when analyzing a text.
* Explore current issues from multiple perspectives.
* Evaluate a variety of primary and secondary academic sources.
* Draw inferences from multiple academic sources.
* Respond critically via discussion and writing: reflections, observations, essays, articles and/or profiles.
* Establish a position and synthesize information from academic sources to support that position.
* Apply ethical principles when writing.
* Document sources according to the standards of a discipline.
* Refine drafting, revising and editing skills.
* Develop style and voice through writing.

**ENGL 1215 – Professional and Technical Writing**

Prerequisites: ENGL 1101

* Write a multi-source research project.
* Analyze the writing in business and technical documents.
* Analyze document design.
* Evaluate the effectivness of documents.
* Design documents effectively.
* Persuade audiences through words, images and other media.
* Research current and relevant material for business and industry.
* Write technical documents.
* Correspond in a variety of venues.
* Analyze and develop various presentation methods, using print and non-print delivery systems.

MnTC Goal Area

Ethical and Civic Responsibility

Goal Area 9

**CSCI 1110 – Informatics** (This class does not count as a MnTC class)

Prerequisites: None

* Analyze and evaluate various data transmission methods.
* Analyze various Information Technology solutions for applicability in various environments.
* Evaluate data security systems in relation to current legal and social implications.
* Differentiate between authenticity and authority of different information sources.
* Identify and select factual information to provide a potential solution to a problem.
* Interpret and present data conclusions in an appropriate and logical manner for the audience.
* Organize a small group to evaluate various solutions presented from the data.
* Evaluate and understand data security methods in relation to legal and ethical requirements in selected regions of the world.
* Articulate the impact of Information Technology on personal ethics.
* Evaluate the impact of Information Technology on a chosen field of study.

**ECON 2222 – Microeconomics**

Prerequisites: None

* Explain Supply and Demand and their applications
* Measure the price elasticity of demand for various goods
* Explain household behavior and consumer choice
* Explain the behavior of profit-maximizing firms
* Interpret short-run costs and output decisions
* Interpret long-run costs and output decisions
* Compare the four types of firms - perfectly competitive, monopolistically competitive, oligopolys and monopolys
* Critique monopolies and antitrust policy
* Explain a general equilibrium and the efficiency of perfect competition
* Evaluate externalities and their impact on environmental economics

**ENGL 2238 – Literature, Illness and the Human Condition**

Prerequisites: ENGL 1101

* Respond critically to a variety of genres related to specific issues in discussions and writings.
* Articulate an informed personal reaction to the fiction and nonfiction texts studied in discussions and writings.
* Demonstrate awareness of the scope and variety of literary genres related to health, illness and the human condition.
* Interpret lliterature as expressions of individual and human values within historical and social contexts.
* Identify ways to exercise the rights and responsibilities of citizenship.
* Examine the diverse range of responses to specific issues, i.e., political, personal and cultural as presented in fiction and nonfiction texts.
* Articulate personal ethical views regarding responses to specific issues in discussions and writings.
* Analyze the ethical dimensions of legal, social and scientific issues embedded within the course readings.
* Gather information about a specific issue which surfaced in the course readings, apply it to a specific problem and present the results in a manner that is relevant, clear, comprehensive and conscious of possible bias.

**MCOM 1122 – Introduction to Mass Communication**

Prerequisites: ENGL 1101

* Demonstrate knowledge of the history of mass communication and a variety of mediums.
* Understand the influence and impact the media and each medium has and has had on society.
* Explore and analyze various media.
* Examine cultural responses to various mediums.
* Critically analyze the various ethical issues that face the media industry.
* Relate core communication concepts to a variety of media examples.
* Research and analyze the legal and ethical issues media has historically faced.
* Apply tools and technologies appropriate for the communication medium.
* Evaluate information obtained through the news media that influence our political society.

**PHIL 1200 – Applied and Professional Ethics**

Prerequisites: None

* Explain ethical implications of current professional policies and codes.
* Demonstrate awareness of distinctions between ethical reasoning, codes of conduct, and professional policies.
* Articulate informed responses to current workplace controversies.
* Explain, in writing, different positions taken on issues within professional ethics.
* Analyze underlying philosophical assumptions and underpinnings of professional codes of conduct.
* Compare and contrast divergent ethical positions on professional and workplace matters.
* Criticize, in writing, divergent ethical viewpoints within workplace and professional settings.
* Develop and demonstrate individual ethical reasoning and point of view (as they relate to professional and workplace settings) in written assignment.
* Demonstrate comprehension of complex and abstract concepts discussed in class and readings through examination and in class participation.

**PHIL 1201 – Ethics**

Prerequisites: None

* Show an awareness of the variety of ethical philosophies.
* Explore the historical context in which these works and ideas were derived.
* Critique the ethical theories presented.
* Explain how ethical choices are made.
* Construct informed reactions to works in the humanities.
* Generate and formulate their own ethical beliefs.
* Examine ethical issues from multiple perspectives.
* Analyze the logical connections among the premises and conclusions of ethical arguments, and implications that follow from them.
* Identify the value assumptions made by people, and how they affect our ethical decisions.

**PHIL 2220 – Environmental Ethics**

Prerequisites: None

* Show an awareness of the variety of environmental philosophies.
* Explore the historical context in which these works and ideas were derived.
* Critique the environmental theories presented.
* Explain how ecological choices are made.
* Construct informed reactions to works in environmental philosophy.
* Generate and formulate their own environmental ethic.
* Examine environmental issues from multiple perspectives.
* Analyze the logical connections among the premises and conclusions of environmental arguments, and the implications that follow from them.
* Identify the value assumptions made by people, and how they affect our ethical decisions towards the natural environment.

**PHIL 2225 – Bioethics**

Prerequisites: None

* Explain ethical implications of current biological and technical research.
* Demonstrate awareness of distinctions between science, ethics, and law.
* Articulate orally informed responses to current bio-technical controversies.
* Explain in writing different positions taken on bio-ethical issues.
* Analyze underlying philosophical assumptions of biological and technical research.
* Compare and contrast divergent ethical positions on biological and technical matters with the aim of understanding similarities and differences.
* Criticize in writing divergent bio-ethical viewpoints.
* Develop and demonstrate individual bio-ethical reasoning and point of view in written assignment.
* Demonstrate comprehension of complex and abstract concepts discussed in class and readings through examination and in class participation.

**POLS 1120 – American National Government**

Prerequisites: None

* Summarize inter- and intra-government relationships (federalism) between states and the federal government.
* Examine the structural, theoretical and political contexts in which the Constitution was written.
* Explore the methods and procedures by which campaigns and elections are conducted for federal offices.
* Compare legislative, executive and judicial processes, procedures and powers of the federal government.
* Describe the roles of interest groups in the policy-making process.
* Examine the influence of political opinion on governmental systems in the United States.
* Explain theories, practices and roles of bureaucratic systems in the federal government.
* Describe the role of the mass media in shaping and informing public opinion and the policy-making process.
* Explain the structure and function of political party organizations.
* Assess the importance of citizen participation in American politics.
* Explore how political culture has influenced governmental institutions and political behavior in the United States.

**POLS 1130 – State and Local Government**

Prerequisites: None

* Explain how alternative explanations of federalism account for the relationship between the states and the federal government.
* Explain the importance of political opinion, party organization and public participation in the context of state and local governments.
* Examine the structural and political contexts in which state governments operate, with special attention given to the role and purpose of state constitutions.
* Explore the methods and procedures by which campaigns are conducted in states and localities.
* Compare legislative processes and procedures of state governments.
* Compare executive powers of state governments.
* Compare judicial processes, procedures and powers of state governments.
* Examine the role of local governments, including their legal and political relationships with state governments.
* Explain theories, practices and roles of bureaucratic systems in local and state jurisdictions.

**POLS 2220 - Introduction to Constitutional Theory**

Prerequisites: None

* Describe the Constitution's central position in the daily concerns of the American people.
* Analyze landmark cases and doctrines in American constitutional law and government.
* Recognize that the legal process is a complicated one which continues outside legislative chambers and in courtrooms.
* Debate positions on some of the fundamental political, legal and ethical problems of our time.
* Analyze the distribution of political power in the American system.
* Explain the nature of political representation in a republican form of government.
* Analyze the nature of conflict and cooperation between legislation and executive branches of the government.
* Define constitutional aspects of the office of the presidency.
* Assess the central role of the president in the American system of government in modern times.
* Discuss the decision-making processes that govern the courts' handling of legal disputes.
* Analyze the foundations of judicial review.
* Define the dilemma posed by an expanding legal system.
* Assess the effects of judicial activism and judicial restraint on the political system.

**POLS 2310 – Ideas and Ideologies**

Prerequisites: None

* Evaluate the purpose of ideological systems.
* Apply the ideas of important political theorists to the ideological systems which they influenced.
* Evaluate preconceptions about democracy and its role in American and European politics.
* Analyze Marxism and communism as a social, economic and political system.
* Compare communism and socialism.
* Compare various forms of liberalism with the theorists who influenced it.
* Analyze conservatism as it has developed in the 18th, 19th and 20th centuries.
* Evaluate identity-based ideologies such as feminism and race-focused systems.
* Explain emerging ideological systems such as environmentalism, religious fundamentalism and/or multiculturalism.
* Critique ideological approaches to political and social organization.

**PSYC 1200 – General Psychology**

Prerequisites: None

* Describe the history of psychology and how psychology is distinct from related disciplines such as sociology and philosophy.
* Adopt the framework of psychological science (correctly use terminology and concepts, engage in scientific problem-solving).
* Compare and contrast the major theoretical approaches to psychology.
* Explore the biological basis for behavior.
* Contrast how abnormal behavior might be explained and treated by different schools of psychology.
* Analyze the ethical nature of psychological experimentation on animals and people.
* Demonstrate knowledge of legal rights of individuals with mental health disorders.
* Describe scientific research methods used in psychology.
* Apply course concepts to one's own daily life.
* Utilize critical thinking skills (e.g., evaluate information quality, distinguish between causation and correlation, adopt multiple perspectives for a given problem).
* Demonstrate an understanding and appreciation for aspects of human diversity as it applies to psychology.
* Demonstrate an understanding of key topics in psychology.

**PSYC 1500 - Positive Psychology**

Prerequisites: None

* Make independent and critical assessments of factors that contribute to happiness.
* Formulate a plan that can lead to happiness.
* Analyze societal messages contributing to happiness and compare with personal ethical values.
* Evaluate research information about happiness at a scholarly level.
* Examine the legal and social ramifications of pursuing happiness.
* Assess knowledge about the history of positive psychology.
* Show an understanding of the biological, cognitive, social and personality characteristics which have been linked to positive emotions and well-being.
* Compare theories and perspectives in positive psychology.
* Determine valid and reliable assessments of positive emotions, satisfaction, character strengths, coherency, and meaning in life.
* Develop insight into the politics behind public-health in the western world.
* Consider both gender and cultural perspectives when interpreting scientific information about assessed levels of happiness.

**PSYC 2222 – Lifespan Development**

Prerequisites: None

* Compare and contrast the main theories and issues of human lifespan development: learning, cognitive, contextual and sociobiological.
* Identify biological, neurological, cognitive, cultural and socio-emotional processes associated with developmental periods.
* Analyze how biological, neurological, cognitive, cultural and socio-emotional interact with each other in a developmental context.
* Demonstrate familiarity with the scientific method and research methodology used by developmental psychologists.
* Evaluate the quality of developmental psychology information from multiple sources.
* Describe the developmental challenges and psychopathologies that may occur throughout the lifespan.
* Illustrate how developmental psychological principles apply to daily life.
* Analyze ethical perspectives related to legal, social and scientific issues in human development.

**SOC 1113 – Social Problems**

Prerequisites: None

* Use sociological methods to investigate the human condition, particularly as influenced by social factors.
* Trace the evolution of social problems and investigate how issues are problematic within a cultural context.
* Apply a variety of sociological paradigms to social issues.
* Develop explanations for and ideas about contemporary social issues.
* Examine personal value orientation in reference to current social issues.
* Differentiate between charity and social justice.
* Analyze real or potential reverse effects of interventions.
* Utilize structural, conflict, and interactionist models to analyze political motivations in the labeling of social issues and social intervention design
* Develop action plans outlining personal responsibilities in reference to select social issues.