

**Spark 001 Course
Learning Outcomes
(CLOs)**

1. Life at the Research University: Asking Questions

Students take an inquiry-oriented approach to the world that reflects engagement with the mission and values of our research university.

- Students generate questions, identify problems, and formulate answers by applying appropriate theoretical, evidentiary, analytical and ethical frameworks from multiple intellectual perspectives.
- They demonstrate intellectual curiosity and an understanding of the nature of knowledge, discovery, and ambiguity and of themselves as learners, identifying their own values and talents.

2. Reasoning: Thinking Critically

Students become equipped with multiple tools of analysis to support accepting or formulating an opinion or conclusion.

3. Communication: Explaining and Persuading

Students communicate in a variety of ways to diverse audiences.

**Spark 010 Course
Learning Outcomes
(CLOs)**

1. Life at the Research University: Asking Questions

Students take an inquiry-oriented approach to the world that reflects engagement with the mission and values of our research university.

- Students generate questions, identify problems, and formulate answers by applying appropriate theoretical, evidentiary, analytical and ethical frameworks from multiple intellectual perspectives.
- They demonstrate intellectual curiosity and an understanding of the nature of knowledge, discovery, and ambiguity and of themselves as learners, identifying their own values and talents.

Spark 001 Activities and Assessment

1. Define a research question: The research question should be related to the section's topic, and the instructor will guide students in developing these questions.

Spark 010 Activities and Assessment

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<p>2. Identify and engage with a campus or community resource; conduct and document research using that resource: Examples include library research, lab research, field research, cultural research and social science research.</p>	<p>2. Identify and engage with a campus or community resource; conduct and document research using that resource: Examples include library research, lab research, field research, cultural research and social science research.</p>
<p>3. Communicate research in two ways, one of which is written: For example, a lab report and a spreadsheet; an essay and an oral presentation; a written visual analysis and a PowerPoint presentation; a review and a performance; a written analysis and a data graph.</p>	
<p>4. Increase student academic engagement, sense of belonging, and community. Together these can be defined as students' psychological effort and investment toward learning; feeling accepted, valued, included, and encouraged by others (teachers and peers) and an important part of classroom activities and university life; and feeling connected academically and socially to the university and at-large community.</p>	<p>4. Increase student academic engagement, sense of belonging, and community. Together these can be defined as students' psychological effort and investment toward learning; feeling accepted, valued, included, and encouraged by others (teachers and peers) and an important part of classroom activities and university life; and feeling connected academically and socially to the university and at-large community.</p>
<p>5. An assignment should be identified that can be used for learning outcomes assessment.</p>	<p>5. An assignment should be identified that can be used for learning outcomes assessment.</p>