UNIVERSITY OF SAN FRANCISCO Core Area: <u>Cultural Diversity</u>

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	During the first weeks of class, student learn about basic concepts about cultural diversity from sociology, philosophy, and sociocultural anthropology. These concepts are then tested in class discussion and midterm exam.	Satisfactory	More reliance on electronic bulletin board (blackboard)
Understand the relationships among diversity, inequality, and justice.	The course explored the ethical and social dimension of language. Through multiple exercises (divided in discussion tasks and research tasks) students were asked to evaluate the role of language in shaping social inequality	Students' awareness of the social dynamics of communication was satisfactory, based on midterm results and final paper.	
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	Multiple readings on global languages, the politics of global economy of talk, essentialism, and othering in a global context. Knowledge of readings tested in the midterm and class reports.	Satisfactory	
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and	Readings and discussion on AAVE/Ebonics, Mock Spanish, and Native American Languages.	Satisfactory	

culture.		

Additional evidence that the general core learning outcomes are being met:

SYLLABUS: COMMUNICATION AND CULTURE

Comm 204-02 Marco Jacquemet
Spring 2007 UC 556
T/R 1:30-2:45 mjacquemet@usfca.edu
Office hrs: T/R 11a-12:30p and by appointment tel. 415-422-5543

What is the point of communication? Is it to share facts, express thoughts, or groom and bond? This introduction to the field of communication seeks to answer these (and many other) questions by investigating, from a cultural perspective, the production, interpretation, and reproduction of social meanings. In particular, the course examines

how cultures and sub-cultures differ in their language use, and how their communicative practices shape their understanding of the world. Class work will combine lectures with general discussions on research topics.

Learning Outcomes

In this course you will:

- 1. Develop an awareness of and sensitivity to cultural/linguistic diversity. We will examine and discuss the communicative issues of cultural diversity throughout the semester. Required readings on the communicative patterns of different cultures will provide you a full exposure to the communicative factors that create similarity and diversity.
- 2. Acquire and apply knowledge of culture and communication theories and methods. During the first weeks of class, you will learn about theories of communication and sociocultural anthropology; then we will focus on acquiring a basic understanding of communication in context. In parallel, you will learn how to conduct an ethnographic project, and we will apply this method to analyze the communicative style of a particular event, group of people, or setting (surfers, faith-healers, barbershops, speed dating events). This knowledge will be tested through exams and the fieldwork project.
- 3. Analyze contemporary socio-cultural problems. This course makes you analyze the role communicative factors play in the construction of reality and in shaping social inequality. In particular, since this course explores the role

communication plays in restricting access to resources, you will be trained to recognize communicative forms of racial and gender bias.

- 4. Demonstrate and communicate social responsibility. In this course we will explore the importance of ethical and social issues for cultural communicators. Using these classroom experiences, you will be asked to assess cultural issues as they arise in public debates, and to discuss the relevance of these issues with others in society.
- 5. And, hopefully, become an agent for social change. Finally, this course drives you to develop and articulate an individual answer to the question: "what can I do as a communication studies student to produce a positive change in the world?"

Texts

Required readings are to be found in a course Reading Packet (RP), which is placed in the electronic reserve at the library and accessible online through library reserves (search by my last name). Students should also purchase the following books, available at the University Bookstore:

Basso, K. Wisdom Sits in Places: Landscape and Language among the Western Apache. U. of New Mexico Press, 1996 Abu-Lughod, L. Veiled Sentiments: Honor and Poetry in a Bedouin Society, U. of California Press, 1986

Readings are listed for the date on which we are scheduled to discuss them in class. Thus, students should do your reading early, before coming to class.

Course Requirements

There will be two tests and a final paper. The first test will count 20%, the second test 30%, the final paper will count 35% each; and class, exercises, and bulletin board participation 15%.

Project assignments and exercises are listed for the day they are due in class.

Course Policies

Attendance

As a college student you already know that your education is in your hands. Absences may affect the participation grade, so documentation of a valid reason for missing class needs to be provided. Just as you expect me to inform you of absences in advance, I expect you to let me know via email, phone, or in person when you anticipate missing class. In addition, when you return from an absence, it is your responsibility to find out from me or from your classmates what you missed.

Late or Missing Work/Missing Tests

A general rule to follow is that late assignments and missed tests cannot be made up. If you know you will be absent, especially when something is due, you must speak to me or email me in advance to make arrangements. Do not assume that you will be able to make up or turn in late assignments for credit. It is better to turn in a half completed assignment rather than coming to class with nothing and hope for an extension. Additionally, always provide written documentation for excused absences. We all have unforeseen circumstances in our lives so do not wait until the last minute to complete your assignments. Always back up all your work on flash or virtual drives.

Participation

Because this class is discussion oriented, each student's active participation is essential to a productive in-class experience. This requires both pre-class preparation and in-class contribution (in class-wide discussions, small groups, pairs, workshops, or other in-class activities). However, at the other extreme, dominating class time and not allowing other students to contribute, as well as disruptive chatter, arriving late for class, and unwillingness to accomplish in-class workshops and activities will hurt your participation grade. Active participators are sensitive and reflexive as well as respectful of the audience of class members. Active participators are also present and active throughout the semester. Please feel free contact me if you would like to talk about your level and quality of class participation. Coming to office hours can count towards participation.

Blackboard

For our electronic discussions and all sorts of communication, we are going to use Blackboard. In order to enroll in it you need to:

- * Login to USFConnect and click the Blackboard tab to enter Blackboard.
- * Click the Courses tab.
- * Enter my last name in the Course Search box.
- * Click the "Go" button.
- * Locate the course and click the ENROLL button on the far right of the page.
- * Follow the prompt to complete the self-enrollment. (Click the Submit and OK buttons.)

For problems with login contact ITS Help at 415-455-6668 or itshelp@usfca.edu. For other problems with Blackboard, email blackboard@usfca.edu.

Students with Disabilities

I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please contact me during my office hours.

SCHEDULE

Week One

1/23 Introduction

1/25 Guest Speaker

Week Two

1/30 How to read an academic article

RP Keisling Dude

2/1 Guest Speaker

Week Three

2/6 Culture and Fieldwork

Abu-Lughod, L. Veiled Sentiments, pp. 1-77 (chap. I)

2/8 The Ethics of observing and recording interaction

RP Cameron, D. Collecting Data

RP Duranti, S. Practical Tips on Recording Interaction

Week Four

2/13 Language

RP Saussure, F. (de) The Linguistic Sign

2/15 Communication

RP Philipsen Speech Styles

Week Five

2/20 Transcription Workshop

RP Agar, M. Transcription

2/22 Language and Culture

RP Agar, M. Cultural Signifieds

Assignment 1: Paper proposal

Week Six

2/27 Language and Environment I Basso, K. Wisdom Sits in Places (chap. I and II) Language and Environment II 3/1 Basso, K. Wisdom Sits in Places (chap. III and IV) Week Seven Project workshop and test review 3/6 3/8 Test 3/12-16: Spring Recess – Have a great break! Week Eight 3/20 Body and Language I Turner, T. Cosmetics: The Language of Bodily Adornment RP **Exercise: Gaze Management** 3/22 Body and Language II Abu-Lughod, L. Veiled Sentiments, chap IV (skim chaps. II and III) Week Nine Language and Affect I Jacquemet, M. On Truth: Men of Honor, Men of Anger **Assignment 2: Fieldnotes sample** 3/29 Language and Affect II Abu-Lughod, L. Veiled Sentiments, chap. VII (skim chaps. V and VI) Week Ten 4/3 **Project Workshop** Personhood and Social Interaction I 4/5 Youssouf et al. Greetings in the Desert Week Eleven

4/10 Social Indexicality I Walker, A. The Color Purple RP

RP Rickford, J. Suite for Ebony and Phonics

4/12 Social Indexicality II

RP Hill, J. Mock Spanish

Assignment 3: Project Rough Draft

Week Twelve

4/17 Conflict Talk I

RP Goodwin, M. He-said-she-said

4/19 Conflict Talk II

RP Jacquemet, M. T-Offenses and Metapragmatic Attacks

video: Bush-Rather fight on CBS News Hour

Week Thirteen

4/24 The Economy of Language I

RP Hall, K. Lip Service in the Fantasy Line

Video: BBC Crosstalk

4/26 Project Workshop 2

Week Fourteen

5/1 Review for Test 2

5/3 Test 2

Week Fifteen

5/8 Class Wrap up

5/10 Discussion of Students Projects

Finals Week

5/15 Final paper due in my office by 12pm

UNIVERSITY OF SAN FRANCISCO

Core Area: Cultural Diversity

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	Weekly reflections in journal writing, group discussion and oral presentations or the production of works of art	1-2 pages of reflections that discuss factors that create diversity.	In class exercise and directed discussion demonstrated students grasp of aspects of diversity. Journal entries were returned with comments correcting writing or asking other questions to ponder.
Understand the relationships among diversity, inequality, and justice.	Weekly reflections in journal writing, group discussion and oral presentations or the production of works of art	1-2 pages of reflections that discuss factors that create diversity and its relationship to inequality and justice.	In class exercise and directed discussion demonstrated students grasp of aspects of diversity. Journal entries were returned with comments correcting writing or asking other questions to ponder.
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	Weekly reflections in journal writing, group discussion and oral presentations or the production of works of art	Journal theme for 3 weeks directed the reflections on migration and immigration and how this process affect art and art making. Visual analysis of art work that included a discussion of immigration was also assigned.	In class exercise and directed discussion demonstrated students grasp of aspects of diversity. Journal entries were returned with comments correcting writing or asking other questions to ponder.
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	Weekly reflections in journal writing, group discussion and oral presentations or the production of works of art	Midterm paper assignment required students to write a biography of two Filipino American artists and discuss their works of art.	Class presentation and art production critique. In class exercise and directed discussion demonstrated students grasp of aspects of diversity. Journal entries were returned with comments correcting writing or asking other questions to ponder.

Additional evidence that the general core learning outcomes are being met: When interviewed, students who have taken the Filipino Arts Exploration class added aspects of cultural work in their career plans or avocation. At the beginning of the semester, each student was asked to introduce him/herself and talk about why he/she wanted to take the class and his/her expectations. There was a general response to "get to know the topic". At the end of the semester, students' responses to the same question markedly changed to include cultural diversity in their future work. One student replied at the beginning, "I want to work in museums", and at the end of the semester she replied, "I want to teach culture through art". That's a profound outcome that I had not anticipated!

UNIVERSITY OF SAN FRANCISCO

Core Area: Cultural Diversity

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	Weekly reflections in journal writing, group discussion and oral presentations or the production of works of art	1-2 pages of reflections that discuss factors that create diversity.	In class exercise and directed discussion demonstrated students grasp of aspects of diversity. Journal entries were returned with comments correcting writing or asking other questions to ponder.
Understand the relationships among diversity, inequality, and justice.	Weekly reflections in journal writing, group discussion and oral presentations or the production of works of art	1-2 pages of reflections that discuss factors that create diversity and its relationship to inequality and justice.	In class exercise and directed discussion demonstrated students grasp of aspects of diversity. Journal entries were returned with comments correcting writing or asking other questions to ponder.
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	Weekly reflections in journal writing, group discussion and oral presentations or the production of works of art	Journal theme for 3 weeks directed the reflections on migration and immigration and how this process affect art and art making. Visual analysis of art work that included a discussion of immigration was also assigned.	In class exercise and directed discussion demonstrated students grasp of aspects of diversity. Journal entries were returned with comments correcting writing or asking other questions to ponder.
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	Weekly reflections in journal writing, group discussion and oral presentations or the production of works of art	Midterm paper assignment required students to write a biography of two Filipino American artists and discuss their works of art.	Class presentation and art production critique. In class exercise and directed discussion demonstrated students grasp of aspects of diversity. Journal entries were returned with comments correcting writing or asking other questions to ponder.

Additional evidence that the general core learning outcomes are being met: When interviewed, students who have taken the Filipino Arts Exploration class added aspects of cultural work in their career plans or avocation. At the beginning of the semester, each student was asked to introduce him/herself and talk about why he/she wanted to take the class and his/her expectations. There was a general response to "get to know the topic". At the end of the semester, students' responses to the same question markedly changed to include cultural diversity in their future work. One student replied at the beginning, "I want to work in museums", and at the end of the semester she replied, "I want to teach culture through art". That's a profound outcome that I had not anticipated!

UNIVERSITY OF SAN FRANCISCO

Core Area: <u>Cultural Diversity</u>

Spring 2007

(1)	(2) Measurement of	(3)	(4) Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	 oral presentations in-class discussions quizzes assignments	- introduction to non-Western civilizations of Africa and the African Diaspora	exposure to diversity through lectures, library and visuals (documentaries / slides/ guest lecturer)
Understand the relationships among diversity, inequality, and justice.	- inteviews - assignments - final exam	- familiarity with exclusionary systems based on race both within US and abroad (decontextualization of artworks, commodification of culture, etc.)	
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	 oral presentations final exam quizzes	- Better understanding of effects of slavery, colonialism and post- colonialism in the perception of cultural productions	- more exposure to history museums and doc. about the global interdependence on comtemporary societies
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	 in-class discussions completion of assignments after museum visits, documentaries, movies 	 readings of many texts by African scholars and writers overview of artwork from African traditional and contemporary 	

Additional evidence that the general core learning outcomes are being met: Students with different academic backgrounds came to really appreciate and value an exposure to non-Western art and more precisely African art. More courses of this kind are quite beneficiary to many students in their understanding of globalization and its effects on vernacular cultures.

Dr. Diala Toure-Remch (visual arts dept.)

UNIVERSITY OF SAN FRANCISCO

Core Area: Cultural Diversity

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity. Understand the relationships among diversity, inequality, and justice.	Response papers, midterm and final exam questions, in-class discussion, incl. class-wide comparative assignment see above	Student performance assessed through evaluation techniques appropriate to assignment. see above	Cotinued modification of syllabus readings and assignments to more fully engage with issues of diversity. see above
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	see above	see above	see above
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	see above	see above	see above

Additional evidence that the general core learning outcomes are being met:

UNIVERSITY OF SAN FRANCISCO

Core Area: Cultural Diversity

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity. Understand the relationships among diversity, inequality, and justice.	Blackboard assignments, midterm and final exam questions, substantial inclass discussion, incl. group work see above	Student performance assessed through evaluation techniques appropriate to assignment. see above	Cotinued modification of syllabus readings and assignments to more fully engage with issues of diversity. see above
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	see above	see above	see above
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	see above	see above	see above

Additional evidence that the general core learning outcomes are being met:

UNIVERSITY OF SAN FRANCISCO Core Area: <u>Cultural Diversity</u>

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	Two exams Weekly quizzes Ethnographic term paper assignment Discussions based on readings	Students were asked very similar questions regarding this learning outcome on the essay portion of exam 1 and exam 2. Overall, student performance on exam 2's essay improved. The average score on exam 1 was 75%, the average score on exam 2 was 79.8%. Class discussions throughout the semester showed a more sophisticated understanding of issues of race, class, gender, and ethnicity, however, these improvements are not objectively measurable. Around 1/2 of the student projects spoke to these issues.	The ethnographic term paper project needs to have more explicit connection to this learning outcome. Right now, only the advanced students are making these connections. In future classes, I will work to make this more explicit.
Understand the relationships among diversity, inequality, and justice.	Two exams Ethnographic term paper assignment Discussions based on readings	Based on class discussions at the beginning of the semester, many students (around 1/2) had difficulty seeing and articulating these connections. On exam 2, students were asked to articulate these connections. At least 80% of students had more sophisticated answers by exam 2.	The ethnographic term paper project needs to have more explicit connection to this learning outcome. Right now, only the advanced students are making these connections. In future classes, I will work to make this more explicit.
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary	Discussions based on readings Weekly quizzes Two exams	Student performance on exam 2 was much better than exam 1 and demonstrated a much more nuanced understanding of national and global cultural influences on communication. By the end of the semester, student performance on	Not really sure how best to assess things like "classroom discussion" even though this was one way to gauge the progress of student understanding. I had many students comment to me that they used what they learned in this class in

societies.		quizzes also improved and classroom discusions had more students seeing and articulating the influence of global cultural factors on communication.	understanding other classes.
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	Discussions based on readings Weekly quizzes Two exams	Classroom discussion and performance on exams demonstrated that students were able to demonstrated familiarity with the contributions of traditionally marginalized groups. Very few people (3 of 35) students failed exam 2. At least 80% of exam 2 asked questions related to this learning outcome.	

Additional evidence that the general core learning outcomes are being met: I give a qualitative course evaluation every semester with learning outcomes written on them and ask students for feedback. Based on these evaluations (which I do not have access to yet) I make adjustments to better suit student learning.

UNIVERSITY OF SAN FRANCISCO

Core Area: Cultural Diversity

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	Student journals, pre/post test reviews, in-class activities, papers, research project.	Summarize student accomplishments through cummulative grade based on participation/written papers/quizzes/final examination/research project.	Revisions to syllabus: readings
Understand the relationships among diversity, inequality, and justice.	Student journals, pre/post test reviews, in-class activities, papers, research project.	Summarize student accomplishments through cummulative grade based on participation/written papers/quizzes/final examination/research project.	None needed
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural globalization on contemporary societies.	Student journals, pre/post test reviews, in-class activities, papers, research project.	Summarize student accomplishments through cummulative grade based on participation/written papers/quizzes/final examination/research project.	Revisions to syllabus: readings
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	Student journals, pre/post test reviews, in-class activities, papers, research project.	Summarize student accomplishments through cummulative grade based on participation/written papers/quizzes/final examination/research project.	None needed

Additional evidence that the general core learning outcomes are being met: student/instructor conferences

UNIVERSITY OF SAN FRANCISCO Core Area: <u>Cultural Diversity</u>

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	Midterm and final exam had questions on the relationship between different groups in South Africa, the role of different racial, ethnic, and gender groups in the struggle against apartheid, and the evolution of apartheid.	Only two students received a failing grade on the midterm and all who submitted a final exam passed.	
Understand the relationships among diversity, inequality, and justice.	Class discussions on race, politics, and culture in South African history.	Students actively engaged and demonstrated that they understood the complexities of South African racial politics and history.	
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural	Discussions of present issues in South Africa (such as HIV/AIDS, rates of sexual assault, migration, etc.).	Students actively engaged in such discussions. All students who chose to complete	
globalization on contemporary societies.	Final exam question of the internal and external forces that led to the fall of the apartheid system.	this question received passing grades.	
Demonstrate familiarity with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture.	All students read and submitted weekly synopses of Nelson Mandela's autobiography, A Long Walk to Freedom. As part of the final exam, all students were required to write an essay analyzing	All students who submitted a final received a passing grade on this question.	

aspects of this work in relation to the antiapartheid struggle.	

Additional evidence that the general core learning outcomes are being met: Approximately half of the students in this course traveled to South Africa following the completion of the course. Many others have expressed interest in joining the trip next summer. They not only developed a good understanding of South Africa's history, but many expressed a continued interest in African issues.

UNIVERSITY OF SAN FRANCISCO Core Area: <u>Cultural Diversity</u>

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.	Readings and discussions on factors influencing development of diverse production systems and cultures in Africa.	All students received a passing grade for intellectual participation.	
	Midterm and final exam questions on the relationship between different marginalized groups (ie. women, economically disadvantaged communities, immigrants) and the African environment.	All students who completed the exams received passing grades.	
Understand the relationships among diversity, inequality, and justice.	Lectures, readings, and discussions on food shortage and famine in Africa. Optional final exam question on the causes of famine in Africa.	Intellectual participation high. All students who chose to answer this question received passing grades.	
Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example, the role of migration and immigration, economic, political, and cultural	Discussions and final exam questions on the role of international aid in promoting/inhibiting food security and sustainable development in Africa.	Intellectual participation in these discussions was very high. All students who submitted a final exam demonstrated competency.	

globalization on contemporary			
societies.			
	Research paper on aspect	These papers were coherent and well-	
	of human-nature	written. There were no failing grades.	
	relationships in Africa.		
	Students were asked to		
	take a contemporary		
	environmental		
	issue/problem and analyze		
	its historical roots from		
	different perspectives (ie.		
	local, national,		
	international).		
Demonstrate familiarity with the	In-depth discussions of		
historical contributions of	readings on the	throughout these discussions.	
traditionally marginalized groups	development of African		
to contemporary ideas, values and	production systems and		
culture.	their contributions to		
	global agriculture.		

Additional evidence that the general core learning outcomes are being met: