Anchor Plan Guidelines

2022

Hope COLLEGE

Updated 1/26/2023

First Year Seminar

Narrative Summary:

The purpose of the First-Year Seminar is to introduce students to the liberal arts tradition and provide an intellectual transition into Hope College. In the seminar, each section with a unique topic, students will explore fundamental or emerging questions that they answer through multiple modes of inquiry and through listening to and understanding diverse perspectives. Thus, the seminar will serve as a critical first step in preparing students for lives of leadership and service in a global society.

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry.
2. Reflect on the diverse perspectives, cultures, and historical experiences of people in the United States and the world
3. Practice Hope College's Virtues of Public Discourse: humility to listen; hospitality to welcome; patience to understand; courage to challenge; honesty to speak the truth in love.

Guidelines:

- Students will explore the big questions core to a liberal arts education.
- Students will discuss diverse perspectives, cultures, and historical experiences.
- Students will begin to learn foundational knowledge and basic skills for respectful dialogue.
- *Students will compose a "Big Questions" essay* that explores one or more big questions that are core to a liberal arts education. Students will put the big question(s) into dialogue with their topical seminar by demonstrating understanding of how course concepts relate to the big question(s) and using evidence from course materials to support their conclusions.

Expository Writing

Narrative Summary:

Students in English 113 will be introduced to important knowledge, skills, practices, and attitudes across four broad goals that support the associated student learning outcomes (see "Guidelines," below). These goals are based on the Framework for Success in Postsecondary Writing published by Council of Writing Program Administrators, National Council of Teachers of English, and the National Writing Project.

To honor the diverse language backgrounds of all its students, English 113 also adopts an "inquiry stance" toward writing that supports students' growth as writers and communicators. This means that in English 113 courses students are encouraged to reflect on the knowledge, skills, practices, and attitudes they are developing regarding writing and how writing is used in various contexts—personal, academic, professional, and civic. This growth includes developing proficiency with Standard Edited American English (SEAE), inclusive language, and other conventions associated with students' specific communities and contexts. This also means that, whenever possible, students will have the opportunity to practice, learn, and improve their writing prior to or in conjunction with receiving a summative grade.

Anchor Plan Student Learning Outcomes (SLOs):

4. Demonstrate the ability to communicate to a specific audience by employing multiple approaches, media, or languages.
5. Analyze evidence or data to solve problems, reach informed conclusions or make sound judgements.

Guidelines:

- Course schedules clearly identify time for writing instruction (as defined by the four course goals above).
- Course schedules clearly identify instruction by library faculty on research writing.
- Courses include two or more formal, purpose-driven writing assignments. Formal writing assignments may draw from a variety of genres including, but not limited to, narratives, profiles, thesis-driven essays, summaries, annotated bibliographies, proposals, memos, business letters, research reports, and reflective essays.
- All formal writing proceeds through a process of drafting, receiving feedback from peers and the instructor, revision, and editing prior to receiving a summative grade.
- Formal writing consists of at least 4,500 words (approximately 15 to 20 pages) of revised prose. Note: This is a course page total, not necessarily a total for two assignments. One could, for example, assign four or five essays that total about twenty pages.
- At least one formal writing assignment is a thesis-driven project that integrates research and demonstrates information literacy (i.e. a research paper).
- Final, submitted versions of formal writing assignments will comprise at least 60% of the course grade.
- Courses will evaluate writing according to common rubrics

Perspectives

Human Creative Perspectives

Narrative Summary:

These courses will explore the creative endeavor, past and present, within the visual, performing and literary arts. Students will encounter the myriad ways in which people across time and cultures have used creative expression for unlocking humanity's greatest potential for love, beauty and wonder, as well as documenting the human capacity for destruction and folly. Students will learn strategies for interpreting the arts and related primary sources, while also building empathy and a deeper understanding of the human condition.

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry. (100-level courses)
4. Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages (200-level courses).
5. Analyze evidence or data to solve problems, reach informed conclusions, or make sound judgements (200-level courses)

Guidelines for Human Creative Perspectives Courses:

- *(Updated by General Education Council vote on 11/3/22).* Students will read, view, listen to, watch, or explore authentic expressions of the human creative endeavor, whether in musical, artistic, or literary forms through a disciplinary lens from one of the departments or closely affiliated interdisciplinary programs within the arts and humanities.
- Interdisciplinary courses that are cross-listed *only* with a department outside the Arts and Humanities will not receive an HCP flag.
- Students will experience, interpret, analyze, and think critically about the questions these sources raise about the human condition and the human creative endeavor.
- Students will continue to develop their writing skills through assignments that meet the writing guidelines for all perspectives courses.

Perspectives

II. Historical Perspectives

Narrative Summary:

These courses will explore the ways in which people in the past imagined, understood, and lived in societies, as well as the social, political, and cultural contexts in which societies changed over time. Students will engage in historical interpretation by examining multiple perspectives, using a variety of written, visual, oral, and/or musical primary sources and employing strategies for interpreting them.

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry. (100-level courses)
4. Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages (200-level courses).
5. Analyze evidence or data to solve problems, reach informed conclusions, or make sound judgements (200-level courses)

Guidelines for all Historical Perspectives Courses (100 and 200 level):

- See below (page 9) for writing guidelines for all perspective courses.
- A focus on primary sources produced in the past (reading, viewing, listening) in which the concentration is on the text or artifact within its historical context, and on the society which produced it.
- Attention to the basic historical perspective of change over time: what changed, and why?
- Attention to the historical, social, and cultural contexts in which human beings acted, created, and lived their lives.
- *(Updated by General Education Council vote on 11/3/22).* Attention to approaches to knowledge about the past in a specific disciplinary perspective in departments or closely affiliated interdisciplinary programs within the arts and humanities. Interdisciplinary courses that are cross-listed only with a department outside the Arts and Humanities will not receive an HCP flag.
- Each Historical Perspectives course must specify, in the syllabus, the range of time the course covers, or the time periods upon which the course will concentrate.

Perspectives

III. Philosophical Perspectives

Narrative Summary:

These courses will explore the ways people ask and answer questions fundamental to understanding humanity, the natural world, and God. Students will explore these questions through deep reading as well as written and oral argument. In these courses students cultivate skills of intelligent inquiry and practice the virtues of public discourse.

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry (100-level).
3. Practice Hope College's Virtues of Public Discourse: humility to listen; hospi-tality to welcome; patience to understand; courage to challenge; honesty to speak the truth in love (all levels).
4. Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages (200 level).
5. Analyze evidence or data to solve problems, reach informed conclusions or make judgements (200 level).

Guidelines:

- *(Updated by General Education Council vote 11/3/22)* Learn about the ways philosophers approach questions, offer arguments, and consider possible objections through a disciplinary lens from one of the following departments: Art and Art History, Dance, English, History, Music, Philosophy, Theatre, and World Languages and Cultures. Alternatively, one could satisfy the same learning objectives through an *interdisciplinary lens within a closely affiliated program subject to the following condition:*
    - Courses from interdisciplinary programs will not be courses in Philosophical Perspectives if they are cross-listed only with a department outside those named above.
- 100-level
    - Read course material that is at least 50% devoted to works in philosophy.
    - Learn about the basic structure of arguments, including premises and conclusion, so as to be able to discern an author's argument, assess it charitably, and consider possible objections.
- 200-level
    - Read course material that is at least 67% devoted to works in philosophy.
    - Learn to formulate arguments (informed by an understanding of how premises and conclusion relate) that are responsive to possible objections, that consider those objections charitably, and that show how one might clarify one's argument in the light of criticism.

Perspectives
Writing Guidelines
for ALL Perspectives Courses

100-Level Writing Guidelines:

- Reflective and/or analytical writing (at least 10 pages, collectively, including drafts, free writing, reader responses, journaling, etc.) to develop a deeper understanding of thoughts, experiences, and creations.
  - Minimum 3 pages, collectively, will have gone through a writing process that includes feedback from the instructor, and may include feedback from peers.
  - These processes will include the opportunity for students to revise their writing based on critiques of their written work.
  - Attention will be paid to the thesis, organization and structure.

200-Level Writing Guidelines:

- Two or more significant academic writing assignments that total at least 20 pages. (This is a course total, not necessarily a total for one assignment. One could, for example, assign four 5-page essays that total 20 pages.)
  - At least one of these is a thesis-driven assignment that integrates research and demonstrates information literacy.
  - The course will have writing process activities in the syllabus that include feedback form peers and the instructor. These processes will include the opportunity for students to revise their writing based on critiques of their written work.
  - One of the significant writing assignments will go through the revision process.
  - Thesis, organization, and structure will be emphasized.

Prerequisites for all 200-level Perspectives Courses:

- English 113
- Any 100-Level Perspectives Course

Health Dynamics

Narrative Summary:

The purpose of health dynamics is to help students understand the principles of exercise, proper diet, stress management, and to establish habits and skills that will enable them to reach and maintain good health and fitness for life. This requirement addresses the behavioral way of knowing about one's body and one's health.

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry.
5. Analyze evidence or data to solve problems, reach informed conclusions, or make sound judgements.

Guidelines:

1. Students must participate in physical activity for 90 minutes/week
2. Courses will contain a unit on nutrition and the elements of a healthy daily diet.
3. Students will explore the relationship between mental health, physical health, and stress.
4. Students will identify an exercise regimen for lifelong fitness.

Religion

Narrative Summary:

The mission of the college is "to offer, with recognized excellence, academic programs in the liberal arts . . . in the context of the historic Christian Faith." The general education requirement in religion is related to the mission of the college in two ways. First, religion is one of the liberal arts central to questions of human identity: therefore, an academic program in religion takes its place among the other academic programs in the liberal arts. Second, the general education requirement in religion provides students with a college-level understanding of "the historic Christian faith," the context for education at Hope.

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry (200 level course).
5. Analyze evidence or data to solve problems, reach informed conclusions or make sound judgements (200 level courses).
6. Understand key tenets of the historic Christian faith (100 or 200 level course).
7. Explain their own values, commitments, and convictions (100 level course).

Guidelines:

Understanding Key Tenets of the Historic Christian Faith for both Religion 100 and 200

- The following tenants will be covered in at least 60% of course content: Scripture, God, Creation, Humanity, Jesus Christ, Salvation, Church (100 or 200 level courses)

Religion 100

- Engagement with the methods and modes of inquiry in the academic study of Religion
- At least 20 pages of informal and formal writing (reflective and analytical papers, reader responses, journaling, essays, term or research papers, take-home exams, or Moodle Forum posts etc.)
- A paper or exam essay in which students articulate their own values, commitments, and convictions.
- For Courses covering SLO 6: at least 60% of course content will explore the following Christian Tenets: Scripture, God, Creation, Humanity, Jesus Christ, Salvation, Church

Religion 200 (Prerequisite: Religion 100)

- Explores a specific discipline in Religion
- Consideration of how Religion impacts not only individuals, but also institutions, society, and cultures.
- At least 30 pages of informal and formal writing (reflective and analytical papers, reader responses, journaling, essays, term or research papers, take-home exams, or Moodle Forum posts etc.)
- At least one written assignment that demonstrates engagement with disciplinary methods, questions, and/or evidence. Attention will be paid to thesis, organization, and structure.

- For Courses covering SLO 6: at least 60% of course content will explore the following Christian Tenets: Scripture, God, Creation, Humanity, Jesus Christ, Salvation, Church.

Arts in Practice

Narrative Summary:

Courses that receive the Arts in Practice flag will explore the experience of practicing art within the visual, performing, and literary arts. By participating in the creation process, students will explore and develop aesthetic modes of expression and observe that lifelong participation in the arts is a valuable part of a life fully lived.

Anchor Plan Student Learning Outcomes (SLOs):

4. Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages

Guidelines:

- *(Updated by General Education Council vote on 11/3/22).* The course must be an applied (hands-on) course in an artistic practice, such as painting, drawing, dancing, creative writing, theater, or musical performance through a disciplinary lens from an art or humanities department
- Current FA2 courses are intended to become Arts in Practice, so that existing FA2 flags should "translate" into Arts in Practice
- Will perform or create artworks appropriate to the artistic discipline and will be evaluated on thoughtfulness and merit of their work

Social Sciences

Narrative Summary:

The purpose of the social science requirement is to provide students with social scientific perspectives on human, social, and institutional behavior. The social sciences provide a unique perspective for enabling students to explore and understand central questions of humanity. This requirement addresses the Anchor Plan vision of various modes of inquiry concerning knowing about humanity. These courses explore what it means to be social beings who shape, and are shaped, by each other and by cultures. They help prepare students to live in a changing world, enabling them to understand and constructively engage their heritage, community, nation and world and to deal with technology, social complexity, and cultural diversity.

The Social Science requirement is met with two courses (a minimum of six credits), from two different social science departments (communication, economics, political science, psychology, sociology).

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry.
5. Analyze evidence or data to solve problems, reach informed conclusions or make sound judgements.

Guidelines:

- The course must introduce students to the important thinkers in one of the social science disciplines.
- The course must introduce students to the discipline's methods and ways of understanding human, social, cultural or institutional behaviors.
- The course must introduce students to the main theories that inform the discipline.
- Students will learn to interpret qualitative and quantitative data from empirical social science investigations.

Senior Seminar

Narrative Summary:

As the milestone of graduation approaches, senior students gather in interdisciplinary seminars and forge communities devoted to the exploration of their beliefs and values, worldviews and life goals. Students consider carefully the ideas they hold and the perspectives they trust. They reflect on the course of their lives and envision their future plans, dreams and sense of calling. Faculty guide students as they bring together the life of the mind, the resources of faith, the lessons of experience and the critical practices of reading and reflection, discussion and writing.

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry.
3. Practice Hope College's Virtues of Public Discourse: humility to listen; hospitality to welcome; patience to understand; courage to challenge; honesty to speak the truth in love.
7. Explain their own values, commitments, and convictions.

Guidelines:

- Courses will engage students in forging communities to explore big questions about humanity, the natural world, and God through different modes of inquiry.
- Courses will also ask questions that help students reflect on their liberal arts education.
- Courses will explore how Christianity engages with the broader world, and draw on diverse viewpoints to help students refine their own convictions even as they learn to comprehend, consider and evaluate perspectives different from their own
- Students will compose a Lifeview paper in which they consider, discuss and develop their own philosophy of life and write about it in a compelling, coherent and disciplined manner
- The Lifeview paper must be 20-30 pages in length, double-spaced.

Mathematics & Natural Sciences

Narrative Summary:

Mathematics

The purpose of the mathematics component is to deepen the student's understanding of mathematical reasoning, address some of the prevalent misconceptions of mathematics, and demonstrate both the usefulness and limitations of mathematical models in a variety of applications. This requirement addresses mathematical thinking and skills; written and oral communication, and analytical, synthetic and systematic thinking.

Science

The purpose of the natural and applied science component is to deepen the student's understanding of the processes of science and the way in which science interprets the world. The science component focuses both on "doing" science, and on the influence of science and technology on both society and the environment.

Courses will emphasize the hands-on nature of science. The requirement pushes students to explore questions about what it means to be physical being in a physical world and how to live in a changing world. In addition, it enables them to understand and constructively engage technology.

Anchor Plan Student Learning Outcomes (SLOs):

1. Examine fundamental or emerging questions about humanity, the natural world, and God by seeking answers through different modes of inquiry.
5. Analyze evidence or data to solve problems, reach informed conclusions or make sound judgements

In addition, Natural and Applied Science lab course will introduce outcome 4:

4. Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages.

Guidelines:

- Any 100 or 200-level course from Mathematics & Statistics and General Education Mathematics & Science (GEMS) program will fulfill the Mathematics component as long as it lists Anchor Plan SLOs #1 and 5.
- Any 100 or 200-level course from the departments of Biology, Chemistry, Computer Science, Engineering, Geological & Environmental Science, Mathematics & Statistics, Neuroscience, Nursing, Physics, or General Education Mathematics & Science (GEMS) program will fulfill the Science component as long as it lists Anchor Plan SLOs #1, 4, and 5.
- Courses must introduce students to the fundamental topics that inform the specific discipline.
- Courses must include graded work, such as exams, projects, reports, or other assignments, that assesses individual student learning of the specific discipline.
- For courses with lab components, course schedules must clearly identify laboratory time.

Human Diversities

Narrative Summary:

Courses within the Human Diversities requirement will help students think introspectively as they understand how they and their communities shape and are shaped by social systems. Courses will emphasize the knowledge of self and community, local and global, in the context of diverse linguistic, social, and cultural perspectives in various historical periods. The Human Diversities requirement will consist of three components—Global Languages, U.S. Diversities, and Global Perspectives—in which students will enhance their knowledge as they become prepared to lead and serve in a global society.

The following learning outcomes will be introduced:

Anchor Plan Student Learning Outcomes (SLOs):

Global Language: 1/26/2023

1. Examine fundamental or emerging questions about humanity, the natural world, or God by seeking answers through different modes of inquiry.
2. Reflect on the diverse perspectives, cultures, and historical experiences of people in the United States and the world.
4. Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages.

U.S. Diversities:

2. Reflect on the diverse perspectives, cultures, and historical experiences of people in the United States and the world.

Global Perspectives:

2. Reflect on the diverse perspectives, cultures, and historical experiences of people in the United States and the world.

Global Language (3-6 credits)*

- Students will gain a deeper appreciation for cultures different from their own through knowledge of the history, politics, religion, literature, and the arts that shape cultures and societies in the past or present.
- For ancient languages, students will develop competence in reading comprehension as well as a deeper understanding of their own language.
- For modern languages, students will develop oral and listening proficiency, as well as competency in reading comprehension and written expression.

* Any course in Chinese, French, German, Greek, Hebrew, Japanese, Latin, or Spanish after the first semester fulfills the FL2 requirement in Global Languages.

U.S. Diversities and Global Perspectives (1 course each)

- Students will engage with at least 50% of course content authored by or from the perspective of the people or nation of that region.
- Students will be exposed to at least three of the following five overarching goals of the Human Diversities program: curiosity, knowledge, self-awareness, responsibility, and empathy
- Students will complete graded assignments and activities in which they will explore how communities and individuals throughout the nation and the world are impacted by ideas, institutions, and systems. This includes focusing on equality, equity, access, justice, resilience, creative expression, and belonging.
- Additionally, for U.S. Diversities courses, students will be exposed to at least two of the following learning goals:
    - Focus on historically marginalized groups in North America, including racial and ethnic minorities and women

    - Examine issues of difference, intolerance, inequality, justice, and power and understand the interplay of these complex concepts and structures
    - Use written, oral, visual, or artistic sources produced within the cultures being studied
- Additionally, for Global Perspectives courses, students will be exposed to at least two of the following learning goals:
    - Use comparative analysis of cultural perspectives
    - Analyze the concepts used to study and compare cultures
    - Address the culture's self-definition and self-expression
    - Focus on theoretical perspectives of gender, race, class, ethnicity, and other socially constructed categories