

## Focused Inquiry Curriculum Map: Written Communication, Critical Thinking, and Information Fluency in UNIV 111, 112, and 200

(updated 12/5/17)

Please note: These are two-year outcomes for the three-course FI sequence, not the institution. Students will continue to develop these concepts/skills over the next two years in order to achieve proficiency by graduation.

Key: Oriented from the program/faculty member’s perspective, not the students’ proficiency level.

I: Introduced    R: Reinforced    D: Developed

I: The concept/skill is taught for the first time in the three-course sequence.

R: The concept/skill is taught again in order to confirm introductory-level understanding and advance student practice of the concept/skill.

D: The concept/skill is taught in order to achieve a higher level of performance beyond the “reinforced” level.

\*: Competency demonstrated by end of the course.

Blue indicates multimodal focus.

<b>WRITTEN COMMUNICATION</b> The instructor conducts lessons in which the student will...	UNIV 111	UNIV 112	UNIV 200
<b>Audience</b>			
Identify audience and purpose in one’s own writing.	I	R/D	D*
Shape writing to serve purpose and audience expectations.	I	R	D
Create an online presence appropriate to their learning community.	I	R	D
Transfer considerations of audience, context, and purpose across media.		I	R
<b>Summary, Analysis, and Synthesis</b>			
Engage, through writing, in exploration and reflection.	I/R	R/D	D*
Summarize key elements from texts.	I/R	R/D	D*
Analyze a variety of texts.	I	R	D*
Synthesize multiple texts.	I	R	D*
<b>Constructing Argument</b>			
Develop argument from a process of inquiry.	I/R	R/D	D
Support a claim using the elements of argument.	I	R/D	D*
Engage multiple perspectives while supporting a claim.		I/R	D*

<b>Process/Revision</b>			
Practice standard writing conventions.	I/R	R/D	D*
Engage in process writing (including drafting, revising, and editing).	I	I/R	D*
Revise written work based on feedback from instructor, writing consultants, and/or peers.	I	I	R/D
Engage in constructive peer review.		I	R/D
Reflect on process and product.	I	R/D*	R

<b>CRITICAL THINKING</b>	UNIV 111	UNIV 112	UNIV 200
The instructor conducts lessons in which the student will...			
Generate research questions.		I	R/D*
Seek out, consider, evaluate, and synthesize multiple perspectives.	I	R/D	R/D*
Identify and demonstrate understanding of the elements of argument.	I	R/D	D
Identify and critique assumptions.	I/R	R/D	D*
Assess the reasoning of arguments.	I	R	D
Assess the strength of evidence in support of an argument.	I	R	D
Make informed decisions regarding issues of privacy online.	I	I/R	
<b>Make Arguments</b>			
Formulate a cogent claim.	I	R/D	D*
Support claims with appropriate evidence and reasoning.	I	R/D	D*
Consider and respond to counterarguments.		I/R	R/D*
<b>Reflection/Meta-Cognition</b>			
Reflect on the central role of critical thinking in academic culture.	I/R	R/D	D*
Reflect on practices and processes of inquiry.	I/R	R	D*

<b>INFORMATION FLUENCY</b>	UNIV 111	UNIV 112	UNIV 200
The instructor conducts lessons in which the student will...			
Identify appropriate VCU Libraries service points.	I*	*	*
Use VCU Libraries search.		I/R	D*
Use VCU Libraries discipline-specific databases.			I
Use the non-proprietary internet to do research appropriate to an assignment.	R	D	D*
Classify and organize information as relevant or irrelevant in relation to an assignment.	I	R	R/D
Distinguish between scholarly, substantive, and		I/R	R/D*

popular sources.			
Develop and demonstrate a system of recording and recalling research.		I	R/D
Assess the credibility/quality of sources.	I	R/D	R/D
Assess and engage with sources in multiple formats and platforms.	I	R	D
Demonstrate an understanding of the concepts of intellectual property and licensing, in both print and digital formats, as well as attribution, citation, and reference, including the use of multimodal content.	I	R	R/D
Employ citation format appropriate to disciplinary focus.		I	I/R
Demonstrate appropriate and ethical use of summary, paraphrase, and quotation.	I	R	R/D