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| **Course Submitted****(Subject/Number/Title)** |  |
| **Submitted by****(Name/Department)** |  |
| **Department/Unit Oversight Note** | It is the responsibility of the department or unit (1) to keep a copy of this finalized worksheet together with the approved sample syllabus and/or syllabus template and (2) to pass along all relevant documents to additional instructors who will teach the course in the future.☐Check here if you, as an instructor within a department or unit, understand and have confirmed that your supervisor is aware of this Core request stated above. |

| **Eloquentia Perfecta: Creative Expression** | **Core Requirement** |
| --- | --- |
|  |  |
| **Core component title** | Varies |
| **Minimum credit hours** | 2 |
| **Core-specific pre- and co-requisites / requirements** | N/A |
| **Core component summary** | Eloquentia Perfecta: Creative Expression Core courses are part of a rigorous and cohesive set of courses designed to cultivate “perfect eloquence” in writing, speaking and other forms of creative public expression in alignment with the foundational goals of the Jesuit *Ratio Studiorum*. These courses invite students to explore how the duties of the rhetorician (invention, arrangement, style, memory, delivery) are also crucial in acts of creation in the arts or design. Courses that satisfy the Eloquentia Perfecta: Creative Expression requirement cultivate students’ abilities to articulate persuasive positions through engagement with a creative or design process. These courses foster technical skills that allow students to communicate messages and arguments creatively in a specific linguistic, performance, design and/or artistic medium. As students practice modes of creative expression in these courses, they also advance their capacities to produce informed evaluations of arts, media, performance, or design. These courses develop students’ awareness of how creative expression is influenced by personal and cultural contexts. Students also reflect on the ways in which rhetorically fluent and technically proficient creative expression and design are vital to ethical public discourse. |

**All courses approved to count for University Core requirements must include both course-level and Core-level student learning outcomes on their syllabi. Please follow this link for mandatory syllabus material to be incorporated into your syllabus:**

[**Mandatory Syllabus Material for University Core Courses/Experiences**](https://drive.google.com/file/d/1ZtsCU01njBwaJkLP9DTohqKWFLyUXkBo/view)

The Saint Louis University Core is an academic program intentionally structured to facilitate student achievement of both holistic and component-level student learning outcomes (SLOs). [SLU’s Course Syllabus Policy](https://www.slu.edu/provost/policies/academic-and-course/policy-course-syllabus.pdf) requires that learning outcomes appear on all syllabi. Below, you will find a table with the University Core and Core Component SLOs indicated. Please copy the boilerplate below and insert it into the syllabus you upload to CourseLeaf for review by the University Undergraduate Core Committee (UUCC).

\*\*Please note: If this course meets more than one Core Component Area requirement, please modify accordingly

**Eloquentia Perfecta: Creative Expression**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](https://www.slu.edu/core/faculty-resources/core-student-learning-outcomes.php) (SLOs).

| **Eloquentia Perfecta: Creative Expression** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
| --- |
| **University Core Student Learning Outcomes**The Core SLO(s) that this component is intentionally designed to advance are:  |
| SLO 3: Assess evidence and draw reasoned conclusions |
| SLO 4: Communicate effectively in writing, speech, and visual media |
| SLO 5: Analyze how diverse identities influence their lives and the lives of others |

| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
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| **Component-level Student Learning Outcomes**Students who complete this course will be able to: |
| * Articulate persuasive positions through engagement in a creative or design process that includes multiple stages of invention and arrangement
 |
| * Develop perceptual, analytical, and technical skills and processes that enable engagement with elements of the arts, design, or performance (e.g. form, color, perspective, rhythm, movement) to communicate concepts and ideas
* Critically analyze their own and others’ creative expression and/or design
 |
| * Examine how personal and cultural contexts influence choices made within creative expression or design traditions
 |
| * Reflect on the ways in which rhetorically and technically proficient creative expression or design contributes to ethical public discourse
 |

| **Core Component Learning Outcomes** |  |
| --- | --- |
| ***Below, you will find listed the 5 course-level student learning outcomes associated with this Core component area.***  | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these outcomes.*** |
| * Students will be able to articulate persuasive positions through engagement in a creative or design process that includes multiple stages of invention and arrangement

☐Check here if submitting UUCC requested revisions |  |
| * Students will be able to develop perceptual, analytical, and technical skills and processes that enable engagement with elements of the arts, design, or performance (e.g. form, color, perspective, rhythm, movement) to communicate concepts and ideas

☐Check here if submitting UUCC requested revisions | How will this course guide students in developing the skills essential to articulating positions within a form of creative expression or design? |
| * Students will be able to critically analyze their own and others’ creative expression and/or design

☐Check here if submitting UUCC requested revisions | How will this course facilitate students’ critical and ethical thinking through engagement with a creative or design process? |
| * Students will be able to examine how personal and cultural contexts influence choices made within creative expression or design traditions

☐Check here if submitting UUCC requested revisions | How will this course require students to reflect on the relationship between the creative or design process and its larger cultural or linguistic context(s), including potentially world languages and cultures? |
| * Students will be able to reflect on the ways in which rhetorically and technically proficient creative expression or design contributes to ethical public discourse

☐Check here if submitting UUCC requested revisions | How will you ensure that this course will assign some formal reflection on creative or design choices (e.g. a craft paper)? |

| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view)**)** |  |
| --- | --- |
| ***This course/experience is part of an integrated university-wide Core curriculum designed to facilitate student achievement of SLU’s nine University Core SLOs. Below, you will find listed the 3 University Core-level student learning outcomes associated with this Core component area.***  | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these 3 outcomes at the levels indicated in parentheses.*** |
| **SLO 3: Students will be able to assess evidence and draw reasoned conclusions (Develop)** ☐Check here if submitting UUCC requested revisions |  |
| **SLO 4: Students will be able to communicate effectively in writing, speech, and visual media (Develop)** ☐Check here if submitting UUCC requested revisions |  |
| **SLO 5: Students will be able to analyze how diverse identities influence their lives and the lives of others (Introduce)** ☐Check here if submitting UUCC  requested revisions |  |