

North Park Dialogue Outcomes

-Dialogue Faculty

Approved by the Dialogue Oversight Committee October 17th, 2005

The following list of outcomes is intended for the North Park Dialogue program as a whole. Each of the three levels of Dialogue contributes to students meeting these outcomes and it is only through the sequence that a student can be expected to meet all the outcomes.

Dialogue 1:

- a. Addresses the questions: Who am I? What does it mean to be Human?
- b. Includes works from 3 or more academic disciplines. Readings should include both fiction and non-fiction.
- c. Helps the student understand human nature must be understood in a social context.

Dialogue 2:

- a. Addresses the question: What does it mean to be ethical?
- b. Includes works from three or more disciplines including ethics and the social or natural sciences.
- c. Helps students understand what the human good is.

Dialogue 3:

- a. Addresses any one of the Dialogue questions.
- b. Maybe focused on a primary discipline, but should include works from at least 2 other disciplines and significant learning experiences outside the classroom.
- c. Helps the student to not only identify the human good, but to help bring it about.

Upon completing the Dialogue sequence students should be better prepared to lead a life of significance because of increased self-awareness and greater ethical and spiritual maturity. Students should also be better equipped for a life of intellectual growth by having command of the basic disciplines of a liberal arts education: reading, writing, rhetoric and reasoning. Finally, students should be better prepared for a life of service through increased understanding of their roles in their societies, their obligations to those at society's margins and their ability to integrate their moral beliefs with the whole of their education.

Overall Method: Integration

We could say that thematically, the overall method and goal of Dialogue is *integration*. Pedagogically, this is the *unique* offering of these classes in the context of North Park's liberal arts curriculum. Not all integration needs be made explicit or "taught." This integration occurs in five areas:

- 1) Integration of methods, ideas and texts from various disciplines
- 2) Integration of basic skill sets necessary to do academically rigorous work
- 3) Integration of affective, practical and intellectual abilities in the service of others.
- 4) Integration of the North Park Community with the City of Chicago.
- 5) Integration of the Christian faith with one's academic and moral life.

The Outcomes:

I. Communicating

A. Frameworks of Understanding

Upon completing the Dialogue Program, a student should be able to demonstrate:

1. The ability to use of the components of effective persuasion. (Rhetoric)
[Communication]
2. The ability to use a variety models of cross-cultural dialogue. [Communication; Collegiality]

B. Communication Skills

Upon completing the Dialogue Program, a student should be able to demonstrate:

1. Reading Skills
 - a. An ability to interpret a variety of texts using a variety of interpretive strategies.
[Analysis]
 - b. A willingness to allow a text to challenge one's assumptions while simultaneously challenging the assumptions of the text. [Introspection]
2. Writing Skills
 - a. An ability to follow the conventions of English grammar and spelling.
[Communication]
 - b. An ability to write several types of essays including: [Communication]
 - i. Summary

- ii. Narrative
 - iii. Compare/Contrast
 - iv. Argumentative
 - v. Research
- c. An ability to follow the writing process from pre-writing to edited final draft.
[Communication; Responsibility]
3. Speaking Skills
- a. An ability to express one's ideas and arguments clearly in group discussions.
[Communication; Collegiality]
 - b. An ability to present one's research or findings before a groups of peers.
[Communication]

II. **Thinking**

Upon completing the Dialogue Program, a student should be able to demonstrate:

A. **Introspection**

- 1. Thoughtfulness about one's own self in relation to course material. [Introspection; Responsibility]
- 2. Having encountered models or examples of self-exploration through writing or reading. [Introspection; Responsibility]
- 3. Articulation of one's strengths and weaknesses as a learner and reflection upon one's educational journey [Introspection; Responsibility]

B. **Reasoning**

- 1. An understanding of the forms and components of argumentation. [Communication]
- 2. An ability to formulate sound arguments. [Communication]
- 3. An ability to recognize logical fallacies and bad reasoning. [Communication]

C. **Researching**

- 1. An ability to critically use the Library catalog. [Inquiry]
- 2. An ability to critically use the Internet. [Inquiry]

3. An ability to critically use research databases [Inquiry]
4. An ability to monitor and explore one's own academic progress towards major declaration and meeting graduation requirements. {Communication; Responsibility; Inquiry]

III. **Living**

Upon completing the Dialogue Program, a student should be able to demonstrate:

A. **Affective discernment and maturity**

1. Respect for others in discussions, readings, and experiences. [Collegiality; Character]
2. Empathy for others different from oneself in discussions, readings, or experiences. [Collegiality; Character]

B. **Ethical discernment and maturity**

1. An understand how communal and cultural narratives shape notions of morality [Character, Collegiality, Analysis]
2. Critical and methodological reflection on moral experience and norms. [Analysis]
3. Engagement with Christian moral traditions [Character, Faith]

C. **Embodied Experience and Service**

1. An appreciation for the cultural life of Chicago.
2. Having directly served a constituency and addressed an identified community need through a local organization other than North Park. [Problem Solving, Social Responsibility]
3. Participation in group discussions connecting service activities with academic curriculum. [Collegiality, Problem Solving, Social Responsibility]
4. Having engaged in introspection on the impact of one's service activities on self-understanding. [Introspection]

D. **Spiritual Faith**

1. An understanding of the Christian mission of North Park University and how it relates to the curriculum.
2. The ability to use a variety of learning models for integrating religious faith with academic work and one's vocation. [Faith]

3. Having engaged in self-examination on the role of religious faith in one's identity.
[Introspection, Faith]

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