Faculty Orientation to Hamilton’s Curriculum
CONTENTS:

1. College Mission
2. College Purposes and Goals
3. A Liberal Arts Education at Hamilton College
   3.1. Foundations
   3.2. Breadth
   3.3. Concentration
   3.4. Senior Program
4. Standards for Written Work and Guidelines for Writing Intensive Courses
5. Standards for Oral Communication and Guidelines for Speaking Intensive Courses
6. Guidelines for Quantitative and Symbolic Reasoning Courses
7. Summary Table of proficiencies for writing, oral communication, and information literacy as recommended by professional organizations
8. First-Year Courses
9. Role of Academic Advising
10. Support and Resources for Course Development

Appendices

- Appendix 1: Outcome Statements for First-Year Writing Courses
- Appendix 2: Competencies for Oral Communication
- Appendix 3: Competencies for Information Literacy
1. College’s Mission

Hamilton College prepares students for lives of meaning, purpose, and active citizenship. Guided by the motto “Know Thyself,” the College emphasizes intellectual growth, flexibility, and collaboration in a residential academic community. Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively. One of America’s first liberal arts colleges, Hamilton enables its students to effect positive change in the world.
2. College Purposes and Goals

Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world. To promote these qualities, the College challenges all of its students to work with their advisors to devise an educational program that fosters:

**Intellectual Curiosity and Flexibility** — examining facts, phenomena and issues in depth, and from a variety of perspectives, and having the courage to revise beliefs and outlooks in light of new evidence.

**Analytic Discernment** — analyzing information, patterns, connections, arguments, ideas, and views quantitatively and symbolically.

**Aesthetic Discernment** — evaluating quality and value in a variety of artistic and other intellectual domains.

**Disciplinary Practice** — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft.

**Creativity** — imagining and developing original ideas, approaches, works and interpretations, and solving problems resourcefully.

**Communication and Expression** — expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural and other modalities.

**Understanding of Cultural Diversity** — critically engaging with multiple cultural traditions and perspectives, and with interpersonal situations that enhance understanding of different identities and foster the ability to work and live productively and harmoniously with others.

**Ethical, Informed and Engaged Citizenship** — developing an awareness of the challenges and responsibilities of local, national and global citizenship, and the ability to meet such challenges and fulfill such responsibilities by exercising sound and informed judgment in accordance with just principles.

In pursuing these goals, students should progress meaningfully along a path toward fulfilling their potential for being thoughtful, responsible and purposeful individuals with the capacity to make a positive difference in the world.
3. A Liberal Arts Education at Hamilton College

3.1. Foundations

The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers. To achieve these aims, the College requires students to complete the Writing and Quantitative and Symbolic Reasoning programs.

The Writing Program: Students must pass at least three writing-intensive courses.

The Quantitative and Symbolic Reasoning Program: Every student must pass at least one designated quantitative and symbolic reasoning course. This requirement should be completed by the end of the second year.

In addition, the College encourages students to participate in the First-Year Course and Proseminar programs.

The First-Year Course Program: First-Year Courses are a special set of small courses or sections of courses open only to first-year students. These courses are designed to address students’ academic transition to college and to provide an introduction to a liberal arts education. They also offer an opportunity for close interaction and the development of strong relationships among first-year students and instructors. Each First-Year Course will be a Writing Intensive (WI), Quantitative and Symbolic Reasoning (QSR) or Oral Presentation (OP) course.

The Proseminar Program: Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available on Hamilton’s website under Catalogue.
3.2. *Breadth in the Liberal Arts*

As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

3.3. *Concentration*

Each student must meet the requirements for a concentration. More details are available at [www.hamilton.edu/curriculum](http://www.hamilton.edu/curriculum).

3.4. *Senior Program*

All students are required to complete the Senior Program in their concentrations as a means of demonstrating an appropriate level of mastery of the content and methods of a discipline. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and aural components.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice and dialogue about choice of courses as the student strives to
meet these goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, our mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings, as we prepare them to make choices and accept the responsibilities of citizenship in a democratic world of intellect and diversity.
4. Standards for Written Work
and Guidelines for Writing Intensive Courses

(Approved by faculty: 5/2012)

Standards for Written Work: (from catalogue under Academic Regulations)

The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. This requirement should be completed by the end of the junior year.

Writing-intensive courses in mathematics or courses in which assignments are written in a language other than English may count for no more than one of the three required courses. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study. At least one course must be outside the student's area of concentration.

The College offers peer-tutoring in writing at the Nesbitt-Johnston Writing Center. Many courses require first-draft writing conferences, and writing conferences are also available on request. Many students take advantage of peer review of their drafts.

The English for Speakers of Other Languages (ESOL) Center is another option for students who are non-native English speakers or for those seeking to improve their English language skills.

Students who experience difficulties with the writing components of a particular course are encouraged to seek such assistance and to consult with their instructors and advisors. They may also consult the director of the Writing Center or the ESOL center about other services available.
**CAP guidelines for WI courses**

Hamilton College recognizes that the ability to write clearly and effectively is a core goal of a liberal arts education. Learning to write well is an on-going process that helps bind together our students’ multi-disciplinary experience within the College’s open curriculum. As a community of writers and writing teachers, Hamilton College faculty members know that good writers are persistent rewriters, and our efforts must engage student writers in a process of continual growth and maturation. The Writing Intensive (WI) program is intended to assure that students engage in this process regularly and across the curriculum. The guiding principle of the WI program is that, in the context of learning disciplinary content, students will write often, receive feedback on composition, form, and content, and pursue substantive revision. Students and faculty should be engaged in a cycle of writing, feedback, and revision/rewriting throughout the semester.

In pursuit of this goal, the Faculty articulates the following Guidelines and Recommendations for WI courses.

**Guidelines**

1. Instructors will provide clear, extensive, and timely feedback on student writing. Feedback should include comments on structure, argument, grammar, and style as well as on content.
2. Students will have the opportunity to respond to feedback in a subsequent draft, paper, or other assignment.
3. Writing projects will be substantial and will be distributed across the semester.
4. Grades on written work will comprise a substantial part of the course grade.
5. Students will have the opportunity for individual or small-group writing conferences with the instructor.
6. Instructors will devote class time to discussing writing techniques and strategies specific to the level and content of the course.
7. Instructors will include on the syllabus a short statement describing how the course meets the above guidelines.
Courses are designated WI by application to the Committee on Academic Policy, including a rationale for such designation based on the Guidelines. If a department or program believes a course meets the spirit of the WI Program even though it does not meet all of the guidelines, the department or program may petition the CAP to designate the course as WI.

In order to aid the faculty in meeting these guidelines, WI courses will be capped at a maximum enrollment of twenty students.

**Recommendations for Writing Intensive Courses** (5/2012)

1. Require at least four separate writing assignments, or the equivalent, appropriate to course level and discipline.
2. Require students to hand in earlier papers or drafts to monitor their progress.
3. Require or strongly recommend at least one Writing Center appointment, especially in 100-level courses.
4. Ask students to summarize how they have responded to the critique of their work when submitting revisions.
5. Include, during in-class discussion of effective writing practices, general expectations for writing assignments; examples of weak and strong sentences, paragraphs, whole papers, and writing strategies; explanations of disciplinary conventions, and the nature of evidence and expected documentation style for the discipline.
6. Include some low-stakes or ungraded essays or other writing assignments in or out of class.
7. Include peer review of assignments.
5. Standards for Oral Communication
and Guidelines for Speaking Intensive Courses

(Approved by Faculty 4/5/2016)

STANDARDS FOR ORAL COMMUNICATION

The College expects effective use of public and academic discourse as defined and appraised by the faculty and the College community. Students may develop their oral communication skills through courses designated as Speaking-Intensive that are approved by the Committee on Academic Policy. These courses require students to participate in activities such as debate, discussion leadership, interviews, oral readings and other spoken word performances, as well as individual or group presentations. Students who experience difficulty in meeting the College's expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisors, the Oral Communication Center, and/or the associate dean of students (academic).

Guidelines

1. Instructors will emphasize speaking and listening as an integral means of learning.
2. Instructors will provide explicit instruction in effective oral communication through assigned readings, lectures, class discussions, or other instructional features of the course. Oral communication instruction should introduce strategies that improve students’ effectiveness as speakers and listeners.
3. Instructors will provide multiple opportunities for students to practice their oral communication skills in course assignments. Normally, at least one oral communication assignment should be an individual, stand-up presentation of substantial length (8-10 minutes).
4. Instructors will allow for other modes of oral communication assignments that best support the principal learning objectives and disciplinary practices of the course. Such assignments may include oral exams; reports on course readings or activities; reports of laboratory, field, or library research; proposals for research or other projects; reflections
on course subject matter; debates or panel discussions of course-related issues; interviews; mock trials or legislative hearings; storytelling; critiques; and the like. A poster presentation may be used for an oral communication assignment if the student is required to prepare and orally present remarks and respond to questions in addition to creating a poster.

5. Instructors will distribute the oral communication assignments throughout the semester.

6. Instructors will provide students with specific and timely feedback on the development of their speaking and listening skills, including but not limited to audience adaptation, organization, development, style, and delivery. The instructor’s means of providing feedback to students may take a variety of forms, such as individual conferences, in-class discussion, and/or written evaluation.

7. Evaluation of a student’s performance should be based substantially, at least 30%, on the oral communication assignments.

8. Instructors will include on the syllabus a short statement describing how the course meets the above guidelines.

Courses are designated SI by application to the Committee on Academic Policy. Applications must include a rationale for such designation based on the Guidelines and Recommendations. If a department or program believes that a course meets the spirit of the SI Program even though it does not meet all of the guidelines, the department or program may petition the CAP to designate the course as SI. In order to aid the Faculty in designing courses to meet these guidelines, SI courses will be capped to have a maximum enrollment of twenty (20) students per section.
6. Guidelines for Quantitative and Symbolic Reasoning Courses

(Approved by CAP 3/5/09)

Hamilton expects that every student demonstrate facility in quantitative and symbolic reasoning by completing one or more QSR courses. A QSR course includes material in at least one of the following three categories:

1. **Statistical Analysis.** The use of statistical analysis to describe data and to make inferences.

2. **Mathematical Representation.** The use of mathematical models such as those based on graphs, equations, and geometric objects to represent patterns, relationships, and forms.

3. **Logic and Symbolic Reasoning.** The use of formal logic or symbolic reasoning such as in the following examples: the proper construction of a computer program or a formal proof; the analysis of language in linguistics; or the study of music theory.

In addition, a QSR course includes four or more graded assignments (tests, quizzes, problem sets, labs, oral presentations, exhibits) in at least one of the three categories described above. Completion of this work is necessary to receive a passing grade in the course, but need not be the only graded work in the course.
# 7. Some Standards for Writing, Oral Communication, and Information Literacy

**Writing:**
Council of Writing Program Administrators

In 2014 the WPA approved an outcomes statement around goals for first-year writing courses. These focus on skills in five areas:

- Rhetorical Knowledge
- Critical Thinking, Reading, and Writing
- Writing Processes
- Knowledge of Conventions
- Composing in Electronic Environments.

See Appendix 1 for fuller descriptions of these skills or visit [http://wpacouncil.org/positions/outcomes.html](http://wpacouncil.org/positions/outcomes.html)

**Oral Communication:**
National Communication Association

In 2012 the Educational Policy Board of the NCA reviewed and approved oral communication competencies for college students. Most relevant for Hamilton are basic communication skills for

- Persuading
- Informing
- Relating

See Appendix 2 for a fuller description of these skills or visit [https://www.natcom.org/assessmentresources/](https://www.natcom.org/assessmentresources/)

**Information Literacy:**
Association of College & Research Libraries (ACRL) and International Society for Technology in Education (ISTE)

Information literacy is defined by the ACRL as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” In addition, the ISTE Standards ...provide a framework for learning in-depth, digital age skills and attributes with learning that is amplified, even transformed, through technology.”

First-Year Information Literacy outcomes focus on skills in the following five areas:

- Inquiry
- Evaluation
- Communication
- Attribution
- Use of Information

See Appendix 3 for a fuller description of these information and technology skills or visit [http://www.ala.org/acrl/standards/ilframework](http://www.ala.org/acrl/standards/ilframework) and [http://www.iste.org/standards/standards/for-students-2016](http://www.iste.org/standards/standards/for-students-2016)
8. FYC Program Description
(Motion approved 5/7/13)

First-Year Courses are a special set of small courses or sections of courses open only to first-year students. Each First-Year Course will be a Writing-Intensive (WI), Quantitative and Symbolic Reasoning (QSR), or Speaking Intensive (SI) course.

GOALS

• To engage students around an academic discipline or topic
• To develop students’ critical thinking skills by preparing them to read and communicate ideas at the collegiate level
• To support students’ transition to and immersion in college academic life
• To provide an introduction to a liberal arts education
• To encourage students’ close interactions and develop strong relationships among faculty and students

The focus of the proposed program is on facilitating students’ adjustment to new standards of work, including learning how to access the many resources that the College provides and encouraging students to seek out these resources and faculty assistance with learning. New college students may be hesitant to pursue these opportunities if they are viewed as remedial rather than as valuable learning resources that are integral to the curriculum and the success of all students.

• The courses may include first-year-only sections of courses also available to other students.
• The experimental program will run for a three-year pilot period beginning Fall 2014. In spring 2017 CAP will report on the impact and effectiveness of the program with recommendations for its continuance.

Faculty members interested in participating in the FYC program should contact their department chair. The department chair requests the FYC designation from the CAP through the usual course request process.

A guidebook for the First-Year program is available in the Handbooks tab on the DOF website: https://my.hamilton.edu/dof/handbooks-and-forms/handbooks
9. Advising Mission & Expectations
(From Advising Website; statements approved by faculty Dec 2013 & Mar 2014)

Academic advising at Hamilton helps students make responsible, informed decisions about their intellectual development. Working with a faculty advisor, students craft an educational plan reflecting their particular interests and abilities, and the College’s purposes and goals. The plan, which typically evolves over time, balances the freedom of an open curriculum and the breadth of a liberal arts education.

The Faculty Advisor-Student Relationship
The faculty advisor-student relationship sits at the center of a larger system of formal and informal advising resources on campus, a system that engages students in conversations that transcend mere course selection. Drawing on multiple sources of advice will enable students to make the most of their college experience through a well-thought-out exploration of various disciplines, selection and completion of a concentration, consideration of options for off-campus study, and preparation for life after Hamilton.

For the first two years, until students declare a concentration, faculty advisors help them adjust to the intellectual demands of the College. Once students declare a concentration, they will be advised by a professor in that department or program. Advisors vary in their approaches to advising, but all are eager to see students succeed and to help them toward that success. Although advisors are ready to assist, students must assume major responsibility for their own education when they matriculate at Hamilton. Students must take the initiative to seek out advice, and take responsibility for their educational plans.

Advising at Hamilton: Expectations & Responsibilities
Advising at Hamilton is designed to help students make responsible, informed decisions about the course of their intellectual development. The advising system incorporates all of the formal and informal advising resources on campus.

The College supports that system by providing information about goals, regulations, policies, and procedures (e.g., purposes and goals, off-campus study opportunities, the process for declaring a concentration, and each student’s progress toward a degree) and by providing
resources to support the advising process (e.g., support services and post-graduate planning). The College also provides training for advisors, conducts ongoing assessment of the advising system, and recognizes outstanding advising.

Advisee-advisor interactions primarily will involve discussions to encourage reflection on decisions in academic planning, as noted below. The College expects that over the course of the first three years each student will become self-sufficient and independent in making decisions about the student’s educational plans, and that the advisor will facilitate such growth.

For more information about academic advising see the Academic Advising Handbook on the DOF website  https://my.hamilton.edu/dof/handbooks-and-forms/handbooks

And visit the “Information for Faculty” tab on the following web page:
https://my.hamilton.edu/advising-resources
10. Support and Resources for Course Development

The Dean of Faculty Office regularly supports opportunities for faculty to enrich the curriculum. For instance,

- Christian A. Johnson Teaching Enhancement Award
- The Class of 1966 Career Development Award
- The Class of 1963 Faculty Fellowship
- First-Year Course Development Awards
- The Special Collections Faculty Fellowship
- SHINE and VITA Course Development Grants
- Social Innovation and Transformational Leadership Grants

For a fuller description of these awards and how to apply please visit the DOF website:

https://my.hamilton.edu/dof/course-development-awards

Resource Centers

The College offers a robust network of academic and support resources for students and faculty (https://my.hamilton.edu/arc). Offices listed below are particularly prepared to assist faculty in course development.

Arthur Levitt Public Affairs Center

The Levitt Center sponsors a number of programs to help students and faculty develop the academic knowledge and practical skills to understand and address persistent social problems in innovative, effective and ethical ways.  https://www.hamilton.edu/levitt

Days-Massolo Center:

The Days-Massolo Center (DMC) has been established to embrace the importance of supporting a diverse and inclusive campus community. The center’s mission is to
promote community inclusion, engage in intercultural dialogue, build collaborations, and establish partnerships that help make Hamilton College a welcoming environment for faculty, staff, and students. [http://www.hamilton.edu/Days-Massolo-Center](http://www.hamilton.edu/Days-Massolo-Center)

**Language Center:**

The Language Center supports innovative pedagogy and the use of technology in language instruction. One-on-one peer tutoring is available at the Center.

[https://www.hamilton.edu/languagecenter](https://www.hamilton.edu/languagecenter)

**Library and Information Technology Services (LITS):**

Burke Library’s Research & Instructional Design team provides research assistance to faculty and students, and facilitates the use of technology in the teaching and learning process. Educational technologists and research librarians provide specialized instruction on topics such as library research, evaluation of information, poster design, audio and video creation, survey tools, website design, gaming, mapping tools, citation management, and more. We welcome the opportunity to discuss how we might be able to assist faculty in their teaching, research and publishing endeavors. For more information, please contact Lisa Forrest ([lforrest@hamilton.edu](mailto:lforrest@hamilton.edu)), Director of Research & Instructional Design.

**Nesbitt-Johnston Writing Center:**

The WC supports the writing program by offering peer tutoring in writing for all students, consultation for faculty, on-going tutoring for students needing substantive help in writing, a website with instructional materials for faculty and students, and a computer facility.

The Writing Center provides a range of services and resources to support and guide faculty in course development and teaching ([https://my.hamilton.edu/writing/faculty/services-for-faculty](https://my.hamilton.edu/writing/faculty/services-for-faculty)).
Oral Communication Center:

The OCC supports students and faculty in achieving Hamilton’s standard for effective oral communication. The OCC regularly sponsors workshops to strengthen faculty’s integration of oral communication in the curriculum. The website also offers additional resources to guide faculty in the design of courses and assignments with oral communication components (https://my.hamilton.edu/oralcommunication/faculty-resources/general-information?).

Tips and Guides for students: https://www.hamilton.edu/oralcommunication/oral-communication-lab-guides-and-tips

Quantitative and Symbolic Reasoning Center:

The QSR Center offers drop-in peer tutoring in introductory level courses containing a mathematics/quantitative component in addition to one-on-one peer tutoring by appointment. https://www.hamilton.edu/qsr

Ruth and Elmer Wellin Museum of Art

The museum is designed to be a tool and a laboratory, with multiple spaces for engagement and for students to develop critical thinking and aesthetic discernment that will serve them throughout their lives. They are eager to collaborate with faculty across the curriculum to develop or augment courses that draw on the museum’s exhibits and collections.

http://www.hamilton.edu/wellin/about

Other campus resources

English for Speakers of Other Languages (Barbara Britt-Hysell, Director, bbritthy@hamilton.edu):

The ESOL program offers individual and small-group tutoring, independent study, and informal conversation tables for non-native English speakers or for those seeking to improve their English language skills. https://www.hamilton.edu/esol
Opportunity Programs (Phyllis Breland, Director, pbreland@hamilton.edu):

Opportunity Programs offers a broad range of services to support students in their transition to college and beyond. Explore their website (http://www.hamilton.edu/opportunity/opportunity-programs-home) or contact the office to see how they can help support the success of your students.
Appendix 1

WPA Outcomes Statement for First-Year Composition (v3.0)
(adopted 17 July 2014)

Introduction
This Statement identifies outcomes for first-year composition programs in U.S. postsecondary education. It describes the writing knowledge, practices, and attitudes that undergraduate students develop in first-year composition, which at most schools is a required general education course or sequence of courses. This Statement therefore attempts to both represent and regularize writing programs’ priorities for first-year composition, which often takes the form of one or more required general education courses. To this end it is not merely a compilation or summary of what currently takes place. Rather, this Statement articulates what composition teachers nationwide have learned from practice, research, and theory. It intentionally defines only “outcomes,” or types of results, and not “standards,” or precise levels of achievement. The setting of standards to measure students’ achievement of these Outcomes has deliberately been left to local writing programs and their institutions.

In this Statement “composing” refers broadly to complex writing processes that are increasingly reliant on the use of digital technologies. Writers also attend to elements of design, incorporating images and graphical elements into texts intended for screens as well as printed pages. Writers composing activities have always been shaped by the technologies available to them, and digital technologies are changing writers’ relationships to their texts and audiences in evolving ways.

These outcomes are supported by a large body of research demonstrating that the process of learning to write in any medium is complex: it is both individual and social and demands continued practice and informed guidance. Programmatic decisions about helping students demonstrate these outcomes should be informed by an understanding of this research.

As students move beyond first-year composition, their writing abilities do not merely improve. Rather, their abilities will diversify along disciplinary, professional, and civic lines as these writers move into new settings where expected outcomes expand, multiply, and diverge. Therefore, this document advises faculty in all disciplines about how to help students build on what they learn in introductory writing courses.

Rhetorical Knowledge
Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

By the end of first-year composition, students should:
- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers’ and writers’ practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Understand and use a variety of technologies to address a range of audiences
• Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations.

Faculty in all programs and departments can build on this preparation by helping students learn:
• The expectations of readers in their fields
• The main features of genres in their fields
• The main purposes of composing in their fields

Critical Thinking, Reading, and Composing
Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate claims of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

By the end of first-year composition, students should
• Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
• Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
• Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias, and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
• Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer’s ideas with those from appropriate sources

Faculty in all programs and departments can build on this preparation by helping students learn:
• The kinds of critical thinking important in their disciplines
• The kinds of questions, problems, and evidence that define their disciplines
• Strategies for reading a range of texts in their fields

Processes
Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

By the end of first-year composition, students should
• Develop a writing project through multiple drafts
• Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, recasting, and editing
• Use composing processes and tools as a means to discover and reconsider ideas
• Experience the collaborative and social aspects of writing processes
• Learn to give and to act on productive feedback to works in progress
• Adapt composing processes for a variety of technologies and modalities
Reflect on the development of composing practices and how those practices influence their work.

Faculty in all programs and departments can build on this preparation by helping students learn:
- To employ the methods and technologies commonly used for research and communication within their fields
- To develop projects using the characteristic processes of their fields
- To review work-in-progress for the purpose of developing ideas before surface-level editing
- To participate effectively in collaborative processes typical of their field

**Knowledge of Conventions**

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

**By the end of first-year composition, students should**
- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their own work

Faculty in all programs and departments can build on this preparation by helping students learn:
- The reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their fields or disciplines
- Strategies for controlling conventions in their fields or disciplines
- Factors that influence the ways work is designed, documented, and disseminated in their fields
- Ways to make informed decisions about intellectual property issues connected to common genres and modalities in their fields.
Appendix 2

Oral Communication Competencies Approved by the Educational Policy Board of the
National Communication Association.

Excerpt from full document (https://www.natcom.org/assessmentresources/)

Table 3: Basic Skills for Persuading, Informing, and Relating (Rubin, 1995; Rubin & Morreale, 1996)

College graduates should be able to:

I. GENERAL SKILLS FOR ALL THREE PURPOSES

A. Students can encode clear messages, using appropriate language, articulation, pronunciation, paralinguistic qualities, and organizational patterns.

B. Students can decode messages correctly, understand others' nonverbal cues, critically evaluate messages, and distinguish between various communicative purposes.

C. Specifically, students can:
   1. Recognize when it is inappropriate to speak.
   2. Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation.
   3. Decode verbal and nonverbal cues accurately.
   4. be aware of language indicating bias regarding gender, age, ethnicity, or sexual/affectional orientation.
   5. Detect errors in the communication of others.
   6. Achieve goals without jeopardizing more important goals in other contexts.
   7. Assess the communication context and adapt the message to the audience.
   8. Present their ideas in an organizational pattern that allows others to understand.
   9. Distinguish between different purposes and goals in communication (persuading, informing, and relating).
   10. Listen attentively.
   11. Select and use the most appropriate and effective medium for communication.
   12. Convey enthusiasm for one's topic.
   13. Structure a message with an introduction, main points, useful transitions, and a conclusion.

II. PERSUADING SKILLS

A. Students can (a) construct a persuasive message, adapted to the audience, purpose, and context of the situation, (b) present the message, using effective delivery, reasoning, and organizational pattern, and (c) achieve their persuasive goals.

B. Students can tell when someone is trying to persuade them and critically evaluate those attempts to influence.
C. Specifically, students can:
   1. Defend their positions with evidence and reasoning.
   2. Use an effective organizational pattern to persuade.
   3. Adapt the message to the audience and communicative context.
   4. Provide feedback to someone who is trying to persuade them.
   5. Distinguish fact from opinion.
   6. Distinguish between informative and persuasive messages.
   7. Evaluate critically another's spoken or mediated messages and attempts to influence.
   8. Identify others' level of receptivity to the message.
   9. Recognize when others do not agree.

III. INFORMING SKILLS
   A. Students can present information, answer questions, give directions, and give assistance clearly and effectively.

   B. Students can recognize when others do not understand, understand others' messages, ask questions, and follow directions.

   C. Specifically, students can:
      1. Give information and support it with illustrations and examples.
      2. Give directions accurately and in order.
      3. Ask clear questions.
      4. Ask for information.
      5. Identify main points, understand what is said, and remember important points in others' messages.
      6. Answer questions directly and accurately.
      7. Recognize when others do not understand.
      8. Summarize messages for others.
      9. Understand others' messages, follow their ideas, and draw inferences.
     10. Describe and summarize viewpoints different from their own.

IV. RELATING SKILLS
   A. Students can (a) develop, maintain, and nurture interpersonal and small group relationships with others; (b) fulfill their own interpersonal needs; and (c) manage conflict while respecting all interactants' rights.

   B. Students can respond to others' attempts to build relationships and reciprocate by self-disclosing, focusing on the other, empathizing, and displaying affinity.

   C. Specifically, students can:
      1. Achieve interpersonal goals (giving/seeking inclusion, affection, and control).
2. Identify conflict situations.
3. Respect others' rights and stand up for one's own rights.
4. Feel and convey empathy to others.
5. Build relationships with others.
6. Describe others' viewpoints.
7. Describe differences in opinion.
8. Express their feelings to others when appropriate.
9. Perform social rituals (introductions, telephone answering, greetings, farewells).
10. Maintain conversations by taking turns, managing the interaction, reciprocal conversation, self-disclosure, and altercentrism.
11. Receive affinity (e.g., compliments) from others.
12. Work on collaborative projects in teams.
13. Keep group discussions relevant and focused.
Appendix 3

Information Literacy Outcomes


Inquiry
  • Understands assignment guidelines
  • Clearly defines a research question
    • Breaks problems into component parts, extracts key information, and develops descriptive models to understand complex systems or facilitate problem-solving
  • Formulates thesis statements
  • Develops complex research strategies
    • Explores scholarship in interdisciplinary and subject-specific resources
    • Recognizes the variety of perspectives to be examined
    • Uses technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
  • Develops a complete bibliography of diverse resources

Evaluation
  • Chooses appropriate resources which support the scope of the information needed
  • Identifies markers of authority when engaging with information
    • Evaluates the accuracy, perspective, credibility and relevance of information, media, data or other resources
    • Understands that unlikely voices can also be authoritative
  • Distinguishes between institutionally provided and open web resources
  • Uses a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems
    • Revises search strategies in light of new evidence
  • Engages with and understands the components of scholarly work
  • Distinguishes between types of information and uses each type appropriately
    • scholarly v. popular
    • primary v. secondary
    • fact v. opinion

Communication
  • Demonstrates the ability to paraphrase arguments
  • Distinguishes between original ideas and the ideas of others
  • Integrates and synthesizes evidence to expertly support claims
  • Participates in the ongoing scholarly conversation
  • Understands that a given scholarly work may not represent the only (or even the majority) perspective at hand
  • Understands that scholarly conversations take place in a variety of venues
    • Explores local and global issues and uses collaborative technologies to work with others to investigate solutions
• Actively manages their digital identity for both personal and professional purposes
• Communicates complex ideas clearly and effectively via the use of visualizations, models or simulations

Attribution
• Understands when, how, and why to give attribution for sources used in academic work
• Cites information sources in a specified style format (both in-text and in bibliography/footnotes)
• Possesses a clear understanding of academic dishonesty and how to avoid plagiarism
• Creates original works or responsibly repurposes or remixes digital resources into new creations

Use of Information
• Demonstrates an openness to multiple points of view
• Understands and utilizes information to develop informed judgment
• Recognizes the importance of information in developing an awareness of the challenges and responsibilities of local, national and global citizenship
• Builds networks and customizes their learning environments in ways that support the learning process
• Understands the various social, political and cultural factors that affect the creation, use and access of information