

Learning Outcomes of First-Year Seminars

- 1. Careful Reading:** Students should develop effective reading strategies to demystify “careful reading” at the college level. For example, in class-practice should teach ways to find “main arguments” at the college level.
- 2. Clear Writing:** In writing, students should be able to cite evidence appropriately, represent and attribute complex ideas accurately, and apply theoretical material to other situations.
- 3. Verbal Reasoning (Critical Thinking):** Students, in writing or speaking, should be able to cite evidence appropriately, represent and attribute complex ideas accurately, and apply theoretical material to other situations. They should also begin to assess the credibility of sources.
- 4. Using the Library and Information Technology to Further Learning:** Students should be able to locate and evaluate a variety of different kinds of sources in the Healey Library, including on-line sources.
- 5. Collaborative Work:** Students work on a team project involving a concrete and interesting project, typically reporting to the class as a whole.
- 6. Speaking/Listening:** Students should be able to cite evidence appropriately, represent and attribute complex ideas accurately, and apply theoretical material to other situations.
- 7. Academic Self-Assessment:** Students should be able to review their progress based on a selection of assignments during a term.

Learning Outcomes of Intermediate Seminars

Intermediate Seminars emphasize three capabilities: Verbal Reasoning, Careful Reading, and Clear Writing.

- 1. Careful Reading:** Students should develop effective reading strategies to demystify “careful reading” at the college level. For example, in class-practice should teach ways to find “main arguments” at the college level.
- 2. Clear Writing:** In writing, Students should be able to cite evidence appropriately, represent and attribute complex ideas accurately, and apply theoretical material to other situations. They should also be able to integrate a range of sources within an essay, work with how sources relate to or contradict one another, evaluate sources, critique theory, and position one's ideas in relation to others' ideas.
- 3. Verbal Reasoning (Critical Thinking):** Students, in writing or speaking, should be able to cite evidence appropriately, represent and attribute complex ideas accurately, and apply theoretical material to other situations. They should also be able to integrate a range of sources within an essay, work with how sources relate to or contradict one another, evaluate sources, critique theory, and position one's ideas in relation to others' ideas.

4. Using the Library and Information Technology to Further Learning: Students should be able to locate and evaluate a variety of different kinds of sources in the Healey Library, including on-line sources.

5. Collaborative Work: Students work on a team project involving a concrete and interesting project, typically reporting to the class as a whole.

6. Speaking/Listening: Students should be able to cite evidence appropriately, represent and attribute complex ideas accurately, and apply theoretical material to other situations.

7. Academic Self-Assessment: Students should be able to review their progress based on a selection of assignments during a term.