

“Students upon finishing FYE should be able to...”

A: Critical Thinking

- A1 Distinguish facts and arguments from dogma, opinions and explanations.
- A2 Demonstrate an understanding of the relationship of language to logic by way of analyzing, criticizing and advocating ideas, reasoning inductively and deductively, and reaching factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief.
- A3 Recognize structure and types of arguments, including argument styles, fallacies, as well as the core concepts of soundness, validity, strength and cogency.
- A4 Write a clear, orderly argument and compose an argumentative essay.
- A5 Demonstrate the ability to formally critique arguments as well as using critique to strengthen own arguments.
- A6 Demonstrate an understanding of scientific method and its relationship to argument, including distinctions among hypothesis, theory and scientific law.

B: Writing

- B1 Demonstrate an understanding of different genres in terms of context, audience and purpose for writing.
- B2 Write effectively in multiple genres showing awareness of appropriate organization, language and tone.
- B3 Demonstrate an awareness of and improvement in the use of appropriate academic conventions.
- B4 Effectively choose revision strategies.
- B5 Use writing as a tool for learning and self-expression.

C: Reading Skills

- C1 Demonstrate an ability to identify the main ideas in a text, and the strategies or means the author uses to support these ideas.

- C2 Demonstrate an ability to intellectually engage with an author's main points.
- C3 Understand what an author's sources are, and develop an ability to judge the appropriateness of those sources.
- C4 Be able to identify authors' points of view, compare and contrast them.
- C5 Attempt to reconcile competing perspectives.

D: Information Literacy

- D1 Define needs for information, given a particular research focus.
- D2 Define a research strategy for locating necessary information, and locate resources of all types.
- D3 Comprehend and assess the appropriateness of resources.
- D4 Practice habits of academic integrity, using source material ethically.
- D5 Effectively articulate and communicate one's own and others' ideas, including ideas and arguments one disagrees with.
- D6 Identify and articulate an author's assumptions and biases.
- D7 Evaluate and critique one's own and others' research, writing, and presentation skills.
- D8 Use numbers as a way to make, understand and interpret arguments.

E: Student Development

- E1 Be familiar with a wide range of campus resources and participate actively in at least one extracurricular activity on campus.
- E2 Communicate meaningfully with at least one faculty member.
- E3 Practice active and self-responsible learning; understand the difference between high school and college and what is necessary to be successful and actively engaged in college life.
- E4 Understand and begin to practice good study skills, including time management.
- E5 Understand different academic paths and disciplines, develop an idea of how one

fits into the network of these paths, and begin the process of declaring a major and discovering career options.

- E6 Develop self-esteem and confidence in one's own voice.
- E7 Understand and appreciate ethnic and cultural diversity.
- E8 Make healthy decisions to develop a balanced college lifestyle.
- E9 Experience oneself as part of a community.
- E10 Observe and reflect upon one's own thought process.

F: Synergistic Outcomes

- F1 Begin to discover one's academic passion and how to pursue it.
- F2 Apply new academic skills in a wide range of contexts and settings.
- F3 Apply multiple skills in a single setting.
- F4 Identify the discipline from which a scholar speaks or writes.
- F5 Participate meaningfully and ethically in one's community.
- F6 Be aware of the significance of knowledge in terms of power, social justice, and the meaningfulness of life.