Preface

The Intentional Learner as Bridge Builder
One of the most prominent symbols on our campus is the bridge over the pond, which represents the story of intentional learning at Central College. Intentional learners are active rather than passive. They are not just problem solvers, they are also problem finders. Intentional learners build bridges between themselves and others, as well as among academic disciplines, and they understand that the more bridges they build, the more roads they can travel in the lifelong journey of the liberal arts. The first-year seminar at Central begins this process by establishing relationships among the sciences, the arts, and the humanities and by asking students to consider the bridges they want to build over the next four years. By developing their writing abilities, investigating global sustainability, and learning how to communicate effectively across cultures, students extend their bridges beyond the first-year seminar. While journeying through disciplinary studies, intentional learners remain mindful of the liberal arts environment as a community where disciplines are united by the common pursuits of understanding and beauty. By putting the pieces together themselves, laying foundations for their futures and stringing connecting cables among the courses they take, students reach the final year of their journey at Central well equipped for another transformative experience. The capstone to the liberal arts returns to the interdisciplinary emphasis of the first-year seminar, this time asking students to build more of the bridges themselves. Intentional learners thus approach their futures not just as travelers, but as bridge builders with the capacities for constructing their own life journeys and transforming the world around them.

(Approved November 13, 2008)
1. Integrative Studies (6 semester hours)

- **COLL 110: Intersections: Introduction to the Liberal Arts (3)** will continue as currently defined.
- **COLL 410PW Liberal Arts Seminar (3)**

Prerequisite: senior standing or instructor’s permission. Explores a question or problem of significance using an interdisciplinary approach. Students will demonstrate their ability to conduct independent inquiry and to communicate their results persuasively.

**Outcomes**

Students will:

1. Reason critically and coherently across disciplines.
2. Demonstrate persuasive analysis, evaluation, and argumentation through writing and speaking.
3. Engage in advanced, ethical, and independent inquiry.
4. Reflect on how their education will inform their professional, civic, and personal lives.

**Outcomes Assessment**

The primary means of assessing student learning outcomes will be those outlined by the instructor in his or her seminar proposal. The LAS Council will assess at the program level by using data available from standard institutional measures such as the CLA, NSSE, GPI, and NCS, as well as random samples of student writing.

**Requirements**

To qualify as a liberal arts seminar, a course must investigate a question or problem of significance with the substantial use of the conceptual frameworks and/or methodologies of more than one discipline. A second discipline should not merely be the subject matter for a primary discipline’s investigations; survey courses or major capstone courses centered in one discipline would also likely not be appropriate. Courses exploring the complementary nature of disparate disciplines are particularly encouraged.

Faculty intending to teach a seminar will submit a proposal and a detailed syllabus. Proposals should contain the following:

- **Rationale** Explain the significance of the topic and the need for the particular disciplines that have been chosen.
- **Assignments** Outline the main assignments that will be given. Include at least one formal speaking component and 15-20 pages of formal writing, a significant proportion of which is synthetic and cross-disciplinary.
- **Outcomes** Indicate how each of the student learning outcomes will be assessed.

Proposals will be reviewed in the fall prior to the year the course will be offered. Repeated courses will require an updated syllabus and proposal each year.
**Team-Teaching**
Faculty from different disciplines are encouraged to submit joint proposals. This is an ideal way of ensuring that a seminar is not limited to one disciplinary perspective. Proposals should describe the extent and means by which the different sections will collaborate.

**Service-Learning**
Faculty are encouraged to incorporate service-learning into their seminars.

**Logistics**
Each student is required to take one LAS course; transfer students must meet this requirement. Seminars have no additional prerequisites but may count as an elective within a major. Course proposals may be submitted from off-campus programs. LAS sections are limited to 18 students.

*(Approved November 13, 2008)*
2. Disciplinary Studies (21 semester hours)

OVERVIEW
Among Central College’s goals for students are acquiring “knowledge from a variety of academic, philosophical and cultural perspectives,” and developing “skills and habits of mind which lead to life-long learning: effective communication, open inquiry, critical reasoning, creativity and the ability to solve problems” (Goals for Central Students #1 & #2). To ensure that students have sufficient opportunities to fulfill these goals, the Disciplinary Studies component of Central College’s Core requires students to be exposed to modes of discourse typical of various disciplines. The breadth of knowledge and approaches gained through such exposure are key components of the mindset of a liberally educated person.

OUTCOMES
Through completing this component of the Core curriculum, students will:
· Investigate the content, assumptions, and values of various disciplines
· Identify and address topics using various disciplinary inquiry techniques.

ASSESSMENT TECHNIQUES
Because this component of the Core requires a minimum of three semester hours in each of seven areas, analysis of GPA in courses with Disciplinary Studies designations and other data from the Registrar will be a main method of assessment. Additional means of assessment include analysis of the NSSE (National Survey of Student Engagement) and the CLA (Collegiate Learning Assessment). Other institutional assessments should be examined as to their ability to assess the efficacy of the Disciplinary Studies component of the Core as they are conducted. Assessment of the individual Disciplinary Studies designations can take the form of data analysis of assignments within courses, pre- and post-tests administered in courses, or other assessment tools to be determined. Professional development support is needed for faculty offering Disciplinary Studies courses in order to support the development and deployment of such assessment tools.

DESCRIPTION OF THE REQUIREMENT
Students are required to complete a minimum of three semester hours in each area of Disciplinary Studies: Arts, Historical Perspective, Mathematical Reasoning, Natural Sciences, Religion, Social and Behavioral Inquiry, and Literature and Philosophy. Disciplinary Studies courses may also meet other Core requirements, including Global Perspective, Global Sustainability, and Writing, assuming that the course meets the criteria for those designations. Courses that meet Disciplinary Studies criteria as well as criteria for other Components of the Core will satisfy both requirements simultaneously. Courses may also count for the major or minor in addition to satisfying the Disciplinary Studies component of the Core. Disciplinary Studies courses will only carry one disciplinary designation.
REQUIREMENTS FOR COURSES

ARTS
Courses engage students in examining artistic expression within historical or cultural contexts, analytical approaches, or hands-on experiences.

Criteria for inclusion of a course:
Courses meeting this requirement will have at least three of the following student learning outcomes:
1. Place the subject matter or work within a historical or cultural context.
2. Analyze the composition of the art form through the use of objective criteria and the vocabulary needed for its understanding.
3. Engage in hands-on experiences.
4. Effectively demonstrate educated artistic decisions.

HISTORICAL PERSPECTIVE
Courses provide students with the opportunity to study the interconnected phenomena that constitute a culture’s development over time. Courses should explore causes, effects, and meaning of human actions and ideas both within and across time periods.

Criteria for inclusion of a course
Courses meeting this requirement will have the following student learning outcomes:
1. Focus on forces that influence and determine the course of events in history.
2. Wrestle with different historical interpretations.
3. Develop research skills utilizing primary and secondary documents.
4. Encourage students to think historically about current issues and events.

LITERATURE AND PHILOSOPHY
Courses analyze significant literary or philosophical texts. Analysis of literary texts focuses on not only on what a work might mean but on how that work means; in other words, the aesthetic dimensions of texts. Analysis of philosophical texts centers on reality taken in the broadest sense, “the whole,” without prior commitment to any special sciences, typically through the reading of texts addressing the meaning of human life and reality.

Criteria for inclusion of a course
Courses meeting this requirement will have the following student learning outcomes:
1. Analyze either literary texts which reflect the history and culture of human endeavor or philosophical texts which address the meaning of human life.
2. Investigate and interpret such texts for meaning, including how texts are constructed, and how meaning is created.
3. Explain the cultural and historical contexts of texts.
**Mathematical Reasoning**
Courses provide students with the opportunity to practice quantitative problem solving and to develop mathematical modeling skills. While many courses may use mathematical tools, what distinguishes Mathematical Reasoning courses is the emphasis on understanding why mathematical tools work the way they do.

**Criteria for inclusion of a course**
Courses meeting this requirement will have the following student learning outcomes:
1. Create, solve, and interpret basic quantitative or symbolic models.
2. Make sound arguments based on mathematical reasoning or careful analysis of data.
3. Effectively communicate mathematics using correct mathematical language and notation.
4. Understand the reasoning behind the mathematical processes they use.

**Natural Sciences**
Courses provide students with observational, experimental, analytical, computational, or problem-solving activities based upon the premise that such activities construct our knowledge of the physical world. Students will develop their understanding of both the content and methods of science, thereby becoming more informed citizens as well as more aware and appreciative of the natural world.

**Criteria for inclusion of a course**
Courses meeting this requirement will have the following student learning outcomes:
1. Demonstrate understanding that the natural sciences are exploratory, continuously evolving, and subject to verification by observations and experiments.
2. Demonstrate understanding of a body of knowledge within the natural sciences and have an appreciation for the relationship between that knowledge and the methods used to construct it.
3. Engage in the scientific process appropriate to the discipline(s) studied.
4. Distinguish between scientific and non-scientific questions and answers as well as have some ability to judge the relative merits of conflicting scientific claims.

**Religion**
Courses study the ideas and practices by which humans have sought to come to terms with ultimate reality and its relationship to daily life. Courses explore a religious tradition or group of related traditions in depth, and include both primary and interpretive sources. Courses aim not to indoctrinate students but to help them understand how adherents of a religious tradition understand and practice their religion.

**Criteria for inclusion of a course**
Courses meeting this requirement will have the following student learning outcomes:
1. Master basic information about the history, ideas, and practices of a religious tradition or traditions.
2. Appreciate religious ideas and practices that may differ from their own belief system, including different strands of their own tradition.
3. Make connections between these ideas and practices and their own issues and circumstances.
4. Communicate effectively about theological and ethical issues.
SOCIAL AND BEHAVIORAL INQUIRY
Courses provide students the opportunity to study human consciousness and behavior as individuals and members of groups in a variety of contexts.

Criteria for inclusion of a course
Courses meeting this requirement will have the following student learning outcomes:
1. Explore theories and approaches commonly accepted in the social sciences.
2. Explain the underlying values and assumptions of theories and approaches used in the course.
3. Explore how humans reason, emote, and act in a wide range of contexts.

Approved February 19, 2009)
3. Global Perspective (0 – 14 semester hours)

Overview
It is the intention of the Global Perspective component of the Core to affirm Central’s commitment to a basic level of second-language competence for all students, strengthen Central’s commitment to intercultural understanding, and provide incentive for Study Abroad participation by waiving the specific International and Intercultural course requirements for students studying abroad.

“Global Perspective” is derived from the main assessment tool for student learning outcomes: the Global Perspective Inventory (GPI). Furthermore, the title connects this component of the Core with the Global Sustainability component, encompasses the second language requirement as well as the elective component of studying abroad or fulfilling coursework having international and intercultural perspectives.

The Global Perspective Component of the Core has two parts:

I. Second Language Component.

II. Elective Component. Students will do one of the following:
   A. Complete an approved study abroad program
   B. Complete a minimum of 6 semester hours of coursework

Outcomes
Students will:
1. demonstrate a minimum proficiency in a second language.
2. demonstrate awareness, knowledge, and understanding of international and cultural groups other than their own.
3. demonstrate an ability to see their own cultural group from a different perspective.
4. demonstrate an ability to interact ethically and responsibly with local, national, and international communities.

Outcomes Assessment
Means of assessing student learning outcomes for this component of the Core include the following:
- Global Perspective Inventory (GPI),
- National Survey of Student Engagement (NSSE),
- data from registrar
  - GPA’s in courses with the Global Perspective core designations of International Studies and Intercultural Studies,
  - number of students pursuing the Study Abroad option,
- language placement scores and testing at the end of second semester language classes,
- reflection exercises on Central College Abroad programs.

Other means of assessing student learning outcomes may include the following:
- Intercultural Development Inventory (IDI),
- Miville-Guzman Universality-Diversity Scale (M-GUDS),
- Beliefs, Events, and Values Inventory (BEVI),
- Global Awareness Profile (GAP) Test
Requirements

I. **Second Language Component**: Students will demonstrate minimum proficiency in a second language.

   Students may demonstrate minimum proficiency\(^1\) in a second language in one of five ways:
   
   a. Complete two semester-long courses (or the equivalent) of college-level study of a second language.
   b. Take the placement exam before beginning language course work at Central College and earn a score placing them beyond the first-year language courses.
   c. Take the placement exam before beginning language course work at Central College, earn a score placing them in the second semester of the first-year language sequence, and then enroll in and successfully complete the second semester course.
   d. Take a proficiency test in a language not taught at Central College (including sign languages). The student must petition the chair of the Modern Languages Department to take a proficiency exam or interview in the language. The department chair will arrange for testing; costs involved will be the responsibility of the student.
   e. In appropriate cases, such as with international students, language proficiency in English may meet this requirement. The ESL instructor will determine proficiency.

II. **Elective Component**. Students will do one of the following:
   
   A. Complete an approved study abroad program
   B. Complete 6 semester hours of coursework
   A. Complete an approved study abroad program
   1. All Central College Abroad semester and summer programs (minimum 4 weeks) satisfy this option.
   2. Chicago and Washington programs do not satisfy this option.
   3. Faculty-led programs do not satisfy this option. Faculty may apply to Curriculum Committee for courses on these programs to be designated as International Studies or Intercultural Studies.
   4. Non-Central College study abroad programs may satisfy this option under the following conditions:
      a. the Registrar approves courses for transfer;
      b. Off Campus Policy Committee recommends the program be approved by Curriculum Committee as satisfying this option; and
      c. Curriculum Committee approves the program as satisfying this option.

   B. Complete a minimum of 6 semester hours of coursework.
   Credit by proficiency and first-year language courses do not fulfill the coursework option.

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\(^1\) Minimum proficiency is defined using the ACTFL (American Council on the Teaching of Foreign Languages) guidelines for speaking and writing at the Intermediate-Low level.
1. Students must complete a minimum of 3 s.h. with International\textsuperscript{2} Studies designation
   
   **Criteria for inclusion of a course:** Courses will use conceptual or practical frameworks to focus primarily on one or both of the following:
   
   a. One or more international cultural groups.
   b. A significant cultural dimension of one or more international groups.
      
      Some examples may include art, history, literature, music, politics, or religion.

2. Students must complete a minimum of 3 s.h. with Intercultural\textsuperscript{3} Studies designation

   **Criteria for inclusion of a course:** Courses will use conceptual or practical frameworks to focus primarily on one or both of the following:
   
   a. Interactions between and among cultural groups.
   b. Under-represented cultural groups that are created and maintained as a result of social identifiers such as:
      
      i. Race or ethnicity
      ii. Immigrant or indigenous status
      iii. Sex or gender identity and expression
      iv. Socio-economic status or class

**Logistics**

Each student is required to complete the second language component and the elective component; transfer students must meet these requirements. Courses with International Studies or Intercultural Studies designation may satisfy other core designations and fulfill major requirements.

*(Approved December 4, 2008)*

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\textsuperscript{2} Of, relating to, or involving two or more nations. Extending across or transcending national boundaries. (American Heritage Dictionary)

\textsuperscript{3} Of, relating to, involving, or representing different cultures. (American Heritage Dictionary)
4. Global Sustainability (3 semester hours)

Overview
Global sustainability is “meeting the needs of the present generation without compromising the ability of future generations to meet theirs” (UN, Brundtland Commission, 1987). This is also referred to as “intergenerational responsibility.” Sustainability as a concept captures the interconnectedness of environmental, economic, and social systems. This is also referred to as “the triple bottom line of environmental health, economic prosperity, and social well-being” (Rio Earth Summit, 1992).

By its very nature, sustainability education necessitates taking an interdisciplinary approach in selection of content, pedagogy, and assessment. Sustainability education uses a variety of pedagogical techniques that promote active, participatory learning, trans-disciplinary integration and synthesis of concepts, theories, and methods of inquiry, along with development of practical problem-solving skills. Sustainability education helps students acquire and apply heightened knowledge and awareness of significant intergenerational issues and problems and solutions by raising awareness and understanding of “how their personal and collective actions affect the sustainability of local and global systems” (National Sustainability Education Standards, 2005).

By placing global sustainability in our liberal studies core as a common required element, while simultaneously working to infuse it across the curriculum, all (rather than a small, self-selected few) of our students will meaningfully encounter sustainability in their courses and other “for-credit” academic experiences “in [relevant] ways that relate to how and where they live, work, and play,” connecting students with their environment locally (Curriculum for the Bioregion Initiative, 2006) while raising awareness and understanding of key global dimensions of sustainability.

Outcomes
1. Demonstrate an increased awareness of the interconnectedness of decisions made by themselves and others around them;
2. Demonstrate an understanding of local and global sustainability challenges faced by their own and by future generations.

The fundamental learning objectives are heightened sustainability awareness and literacy. Students should gain valuable, relevant, integrative, real-world perspectives on major local and global sustainability challenges faced by their own and future generations. Clearly, while no 3 semester hour course or combination could effectively incorporate all of the above, essential elements for sustainability education and assessment of learning outcomes could include students’ demonstrated knowledge and understanding of:

1. Intergenerational responsibility/stewardship/environmental justice
2. Interconnectedness of environmental, ecological, social, political and economic systems
3. Systems thinking and global sustainability (interdependency/cross-cultural awareness)
4. Environmental systems and global sustainability (maintaining environmental health of interdependent natural systems / sustainability challenges and possible solutions from the perspectives of basic natural sciences, environmental science, applied sciences and technology)
5. Economic systems and global sustainability (global resource equity/ecosystem services/ecological economics/globalization/triple bottom line/microcredit/local sustainable development strategies)
6. Social systems and global sustainability (social justice and human rights/global health/indigenous cultures’ rights/resource distribution/governance)
7. Personal action (personal responsibility/critical thinking/problem solving/project planning/accountability/lifelong learning)
8. Collective action (local and global responsibility/community-based decision-making/designing sustainable systems/structural solutions/role of science and technology/democracy/public discourse and policy)

Outcomes Assessment
Assessment tools should be selected or developed which identify, incorporate, measure, and track [longitudinally as well as comparatively within and across target cohorts, classes, programs and institutions] the most important attributes of the desired outcomes. Ideally, a combination of qualitative and quantitative tools and indices should be put into the mix, particularly in a broad, relatively new and uncharted area such as sustainability education.

1. The primary means of assessing student learning outcomes should be determined by instructors and designed into course-based and experiential learning proposals, primarily in the form of assignments and graded work requirements, submitted to the Curriculum Committee for global sustainability designation approval.
2. The Assessment Committee should be responsible for coordinating overall (LS Core) assessment of student learning outcomes. As such, the committee may suggest or test existing tools, measures and indices, or develop its own for developmental (4-year, pre and post-course) assessment of student sustainability awareness and literacy outcomes.
3. Instructors of courses with a global sustainability designation should be provided with support, resources and training so that they can incorporate pre- and post-test assessment tools in courses and for-credit global sustainability experiences.

Tools and Strategies
1. Course-specific instruments (sustainability literacy surveys, quizzes, tests)
2. Sustainability values, beliefs and attitudes surveys
3. Global Perspective Inventory (selected items)
4. Student e-portfolios (global sustainability course assignments)
5. IACC instruments, such as questions in the YFCY
6. Cross-institutional comparisons (peer and benchmark, UMACS, AASHE)

Requirements
Courses in Global Sustainability emphasize integrative learning and systems thinking across disciplines and issue areas. Courses with a global sustainability designation should explore and apply the concept of sustainability within and/or across two or more interconnected concerns:
1. Environmental Literacy: physical, chemical and biological components of natural systems and interactions among them; humans are part of and powerfully affect natural systems; environmental challenges;
2. Ethical Sensitivity: my values, attitudes, and behaviors have global consequences; future generations have rights; people in poverty and other cultures and societies have basic rights
3. Intergenerational responsibility/stewardship/environmental justice
4. Interconnectedness of environmental, ecological, social, political and economic systems
5. Systems thinking and global sustainability (interdependency/cross-cultural awareness)
6. Environmental systems and global sustainability (maintaining environmental health of interdependent natural systems / sustainability challenges and possible solutions from the perspectives of basic natural sciences, environmental science, applied sciences and technology)
7. Economic systems and global sustainability (global resource equity/ecosystem services/ecological economics/globalization/triple bottom line/microcredit/local sustainable development strategies)
8. Social systems and global sustainability (social justice and human rights/global health/indigenous cultures’ rights/resource distribution/governance)
9. Personal action (personal responsibility/critical thinking/problem solving/project planning/accountability/lifelong learning)
10. Collective action (local and global responsibility/community-based decision-making/designing sustainable systems/structural solutions/role of science and technology/democracy/public discourse and policy)

Campus Sustainability, Service Learning, and Study Abroad
Faculty members are strongly encouraged to build new courses with global sustainability designation around campus sustainability work, service learning or international education (study abroad) opportunities or to incorporate these as components into their course and other for-credit global sustainability proposals. SUSTAIN and the Office of Community-Based Learning offer resources, opportunities, support and encouragement.

Logistics
All students, including transfer students, are required to take 3.0 semester hours of Global Sustainability. This may be in the form of a single course, or a combination of 1.0 and 2.0sh sustainability modules. Courses with global sustainability designation may satisfy other core designations and fulfill major requirements.

(Approved December 4, 2008)
5. Writing Intensive

Overview
A significant component of Central’s curriculum — and of all quality liberal arts curricula — is the set of requirements evidencing a commitment to the development of exemplary written communication skills. Central College has one of the longest histories in American higher education of fostering students’ rhetorical sophistication via an integrated “Communication Across the Curriculum” program.

Central’s program is grounded in the understanding that communication skills employed in context are often best learned in context. Accordingly, the development of students’ written rhetorical skills is the responsibility of faculty teaching throughout the curriculum. Faculty fulfill that responsibility through both the Writing Intensive requirement and the Major Communication Skills Endorsement.

Writing Intensive courses include 15-20 pages of “formal” writing, integral to the course, and for which students are given process-oriented responses from the instructor. To ensure that there is adequate time for appropriate responses, these courses will be capped at 20 students.

Outcomes
Students will:
1. Demonstrate rhetorical knowledge by responding effectively to a rhetorical situation with the appropriate level of style and understanding of conventions of a particular genre.
2. Demonstrate critical thinking and reading by deploying writing as a meaning-making process to summarize, analyze, evaluate, and synthesize ideas and information from multiple sources.
3. Understand and use writing as a process involving drafting, writing, and rewriting.
4. Demonstrate knowledge of the basic conventions of the target language by controlling syntax and grammar for clear communication of meaning.

Outcomes Assessment
The Writing Council in concert with the Assessment Committee coordinates program-level assessment of the achievement of student learning outcomes. They will incorporate data from institutional measures such as Departmental Skills Endorsements, the CLA and NSSE, as well as developing its own measures. They may also make provisions to track student writing via e-portfolios available with Blackboard.

Requirements
To qualify as a Writing Intensive course, 15-20 pages of “formal” writing, integral to the course, must be assigned. In addition, W courses must help students understand writing as a recursive process so that drafting, writing, and rewriting become an instructional feature with many places for instructor intervention; that is, the multiple activities of writers are repeatable and provide instructors opportunities to respond to texts in progress. Summary notes on each student’s achievement will be available to successive instructors of Writing Intensive courses to better
ensure developmental progress. The following categories break out the developmental expectations for the various levels.

**Rhetorical knowledge**

*Intersections and other 100-level courses:*

- Students respond appropriately to a variety of audience expectations, formats and genres.
- Students demonstrate basic familiarity with the thesis/evidence model.

*200 and 300-level courses:*

- Students have enough facility with the thesis/evidence model to fully support their claims and to contextualize rather than simply assemble information.
- Students show awareness of the needs and level of explanation required for particular audiences.
- Students develop a mature voice that allows them to take ownership of the material.

*LAS, Capstone, and 400-level courses:*

- Students are able to use writing to accomplish tasks relevant to their lives as professionals and as engaged citizens.
- Students have knowledge of the conventions of various genres (reports, field notes, essays, research papers, abstracts, etc.) and are able to deploy them effectively.

**Critical thinking, reading, and writing**

*Intersections and other 100-level courses:*

- Students have some experience with summary, analysis, evaluation, and synthesis in relation to 100-level course content.

*200 and 300-level courses:*

- Students have some experience with summary, analysis, evaluation, and synthesis in relation to 200 or 300-level course content.
- Students begin to make connections and understand interrelationship of concepts within and between disciplines.

*LAS, Capstone, and other 400-level courses:*

- Students are able to synthesize material from a variety of disciplines.

**Processes**

*Intersections and other 100-level courses:*

- Students are able to identify their basic strengths and weaknesses or error patterns.
- Students understand writing as an open process requiring multiple drafts and revisions and the feedback of other readers.

*200 and 300-level courses:*

- Students are able to review work-in-progress in collaborative peer groups for purposes other than editing.
- Students are able to apply technologies commonly used to research and communicate within their fields.

*LAS, Capstone, and other 400-level courses:*

- Students have a clear understanding of writing as a recursive process and regularly employ various drafting and revising techniques developed in previous Writing Intensive courses.
Knowledge of conventions

*Intersections and other 100-level courses:*
- Students demonstrate knowledge of the basic conventions of Standard Written English or the target language, ranging from structure and paragraphing to tone and mechanics.
- Students are able to employ basic methods of citation.
- Students demonstrate basic familiarity with the thesis/evidence model.

*200 and 300-level courses:*
- Students have some facility employing the concepts, terminology, and methodology of particular disciplines.

*LAS, Capstone, and other 400-level courses:*
- Students have mastery over the range of conventions of Standard Written English or the target language so that they are able to communicate meaning clearly.

Logistics

In addition to Intersections and the LAS Capstone course, students must take a W course at the 100 level or above during the first two years and another W course at the 200 level or above during the second or third year.

Transfer students are required to take three writing-intensive courses in addition to the Capstone. The Capstone must be taken through Central. The other writing-intensive requirements may be satisfied either by courses at Central or by coursework transferred in. At least one of these courses must be at the 200 level or above.

Examples of courses that might be accepted in transfer are Composition or a writing-intensive first-year seminar. Students who wish to have other courses applied toward this requirement may submit a course syllabus to the Registrar for consideration.

(Approved November 13, 2008)