## First Year Seminar Learning Outcomes

### Writing

**Students will:**
- Develop and support a relevant and informed thesis, or point of view, that is appropriate for its audience, purpose, discipline, and theme.
- Demonstrate effective writing skills and processes by employing the rhetorical techniques of academic writing, including invention, research, critical analysis and evaluation, and revision.
- Effectively incorporate and document appropriate sources in accordance with the formatting style proper for the discipline and effectively utilize the conventions of standard written English.

**Coursework guidelines:**
- The nature and quantity of student writing will vary according to the seminar’s subject matter.
- At minimum, however, the course should involve at least three graded assignments spaced throughout the semester and at least twelve pages of writing.
- Assignments should increase in complexity and should require progressive drafting and/or revision.
- Faculty should encourage students to take advantage of resources available at the Writing Center.

### Public Presentation

**Students will:**
- Better understand the role that effective presentations have in public/professional contexts and gain experience in formal/informal presentation.
- Identify and critically evaluate the quality of claims, explanation, support, and delivery in public and professional discourse, and understand the factors influencing a speaker’s credibility.
- Develop audience-centered presentations meeting concrete professional objectives and integrating ethical and legal visual aids.
- Deliver well-rehearsed and polished presentations meeting time, content, and interactive requirements.

**Coursework guidelines:**
- The course should require at least one formal, audience-centered presentation involving visual aids. Drafting, revision, and/or peer feedback should be part of the process by which students develop this presentation.
- Students should also complete an additional presentation assignment. This could involve either a formal individual/group presentation or informal methods such as discussion prompts generated by students.
- Faculty should encourage students to take advantage of Writing Center resources.
## Information Literacy

**Students will:**

- Determine when information is needed and find it efficiently using a variety of reference sources.
- Access information in a variety of ways appropriate to a discipline, including locating and using library collections and services and other search tools and databases.
- Evaluate the quality and determine the point of view of information.
- Obtain, select, store, create and use support materials appropriately.

**Coursework guidelines:**

- The course should require students to evaluate critically different sources' perspectives on a given topic.
- Assignments should introduce students to primary, scholarly, and general-audience sources as well as issues surrounding citation.
- Assignments should require use of particular library databases and online library instruction.
- Courses should include in-person workshop sessions with library staff. These presentations can be delivered to multiple FYS sections at the same time.