

## Freshman Colloquium Course Matrix

The First-Year Experience Program (FYE) will attempt to serve the needs of all first-year students through its goals of Future-Planning, Academics, Self-Discovery, and Transitions. In addition, the courses in the **Freshman Colloquium** as the academic arm of the FYE will align themselves with the goals of the General Education Program as follows:

[note: this matrix is abbreviated from the original, with **goals of ESCI 109 highlighted**]

FYE: Freshman Colloquium Goals	General Education Goals*	Performance Criteria
<p><b>I. Future Planning</b>            A. Students will situate their learning as part of their personal growth and as part of a process of lifelong learning.             B. Students will gain insight into the links between the courses they undertake as part of a study program and the type of careers that emerge from those disciplines.</p>	<p>C. An understanding of historical processes and cultural differences             D. An understanding of the modes of thought, concerns and methodologies of one of the respective disciplines</p>	<p>To apply ideas and processes beyond the classroom.</p> <p>To address representative areas of study including... basic human thought processes; personal identity; group identity; ... political, economic, and legal institutions; individual freedom and social control; ethical and moral principles; and ideas of social justice.</p> <p>To read and understand basic scientific literature from popular sources such as magazines and newspapers.</p>
<p><b>II. Academics</b>            Students will prepare for academic achievement that spans across the curriculum in terms of the development of critical thinking skills as well as improved written and oral expression.</p>	<p>A. The ability to communicate both in writing and orally             B. The skills required to gather, analyze, document and integrate information             F. The ability to use quantitative and/or qualitative methods in the natural, social and behavioral sciences.</p>	<p>To use appropriate vocabulary in writing and speaking about artistic works.</p> <p>To have an informed opinion about socio-cultural problems and issues, based on knowledge [from various disciplines], and be able to express this orally or in writing.</p> <p>To design experiments, generating and analyzing actual data, using abstract reasoning to interpret these, formulating and testing hypotheses with emerging scientific rigor.</p> <p>To present data in tables, graphs, and charts, as well as performing appropriate mathematical calculations and data analysis.</p>
<p><b>III. Self-Discovery</b> Students will come to know themselves better as they explore and come to know the city in which they live better.</p>	<p>B. The skills required to gather, analyze, document and integrate information             C. An understanding of historical processes and cultural differences             E. An understanding of aesthetic and literary sensitivity</p>	<p>To identify and analyze similarities, differences, and interrelationships.</p> <p>To analyze how perceptions, values, beliefs, and customs influence individual and societal behavior and to use these analyses before judging. To identify and define their own world view, compare and contrast it with others, and through written and oral communication present and defend their world view.</p> <p>To identify and analyze basic formal elements, principles and compositional structures in literature and/or the arts; to identify and analyze the impact of cultural and historical factors on the creation and reception of artistic works.</p>
<p><b>IV. Transitions</b>            Students will be able to understand the purpose of the General Education curriculum and the need for becoming engaged students at the University.</p>	<p>A. The ability to communicate both in writing and orally             C. An understanding of historical processes and cultural differences</p>	<p>To identify references and allusions to the periods, ideas, people, artifacts, and events generally felt to have been important in the past.</p> <p>To understand the characteristics of college life; to understand the organizational structure of the University; to recognize the responsibilities of students to the University and the responsibilities of the University to the students; to become familiar with academic support services.</p>