**First-Term Seminar**

**Description**: First-year Gustavus Adolphus College students enroll in a fall semester course designated FTS-100: First-Term Seminar (FTS). These small, discussion-based courses support students’ transition to college by practicing skills and habits of mind central to the liberal arts while considering enduring and contemporary questions or challenges. Each FTS, with the help of a Peer Mentor, Academic Leader, and Teacher (Peer MALT), also increases students’ understanding of the academic program and campus resources that support their academic journey. Consequently, the FTS professor serves as the academic advisor until students declare a major or are admitted into a certification program (e.g., Education, Nursing). All FTS courses carry the Writing in the First Year (WRIT) designation. A full list and description of FTS offerings is published for entering students before registration.

**Academic Skills**

FTS students learn how to engage in academic conversations by practicing how to analyze others’ arguments and evidence, as well as their intended audience and purpose. They also express and share their perspectives with others by making choices that appropriately accommodate different purposes, contexts, and audiences. FTS courses teach students to make these rhetorical choices, enabling them to communicate clearly and effectively.

**Criteria** FTS courses will:

1. Provide frequent opportunities to identify and analyze the purpose, audience, context, and meaning of a variety of texts.
2. Provide frequent opportunities to identify arguments, assess evidence used to support arguments, and practice generating and supporting arguments.
3. Provide frequent opportunities to use informal writing and discussion to engage unfamiliar concepts, explore ideas, practice techniques for communicating effectively, and reflect on learning.
4. Guide students through at least two short, formal argumentative writing assignments for specific audiences that utilize a process-based approach that provides opportunities for students to plan, draft, revise, and edit their work with instructor and peer feedback.

**SLOs** FTS students will:

1. Consider purpose, audience, and context when writing.
2. Make and support claims effectively in writing.

**Advising Knowledge**

Gustavus students develop skills to become leaders in navigating their own college experience. FTS students begin this process with the help of their FTS professors who, in collaboration with Peer Mentors, Academic Leaders, and Teachers (Peer MALTs), work alongside students to plan their liberal arts education, explore campus resources, and help them think about possibilities for their college career and beyond.

**Criteria** FTS courses will:

1. Introduce students to the process of academic planning, searching for classes, using the College’s systems for registration and advising, and reading progress reports.
2. Introduce students to campus resources and out-of-classroom learning opportunities with the goal of engaging in a community of lifelong learners.
3. Encourage students to advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors.

**SLO**: FTS students will: demonstrate familiarity with the College curriculum and campus resources related to navigating College successfully.

**Challenge Seminars (CHAL)**

**Description**: The Challenge Seminar, normally taken in the second or third year of study, bookends the First Term Seminar by providing students an opportunity to collaboratively examine and propose responses to enduring and contemporary questions or challenges from an interdisciplinary perspective. Students will also have an opportunity to engage in reflection about how the college’s mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world. Like the First Term Seminar, these courses will: explore how values relate to a complex challenge and engage students in critical thinking, writing, speaking, and reflection.

**Criteria** Challenge Seminar courses will:

1. Involve students in exploring a particular challenge or a pressing ethical question engaging sources from multiple disciplines and perspectives.
2. Devote significant time to working together to propose solutions to a problem or create something with an audience in mind.
3. Practice communicating for multiple audiences.
4. Students will practice revising and rethinking their ideas, writing, and/or arguments based on feedback from others.
5. Provide students with opportunities to reflect on how the college’s mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world.

**SLOs** Challenge Seminar students will:

1. Collaboratively analyze and respond to a significant enduring question or contemporary challenge, incorporating perspectives from multiple disciplines.
2. Examine how issues of cultural difference, both globally and locally, intersect with this challenge.
3. Use multiple types of communication (e.g., multiple genres; visual and written communication; oral and written communication etc.) to craft arguments that make and support claims successfully for multiple audiences and contexts.
4. Reflect on how the college’s mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world.

**Arts (ARTSC)**

**Description**: Artistic disciplines engage in creative and critical processes through which human culture and experience is represented, reinforced, and/or critiqued. The arts expand our capacity for imaginative, interpretive and empathetic engagement in society, and develop the innovative thinking essential for addressing the challenges of our time. In Arts courses, students will: participate in intellectual, embodied and practical experiences that open new paths to understanding and interpreting themselves and the world. Students may take a single four credit course to satisfy this requirement or accumulate credits equal to four credits through participation in musical ensembles and lessons.

**Criteria** Arts courses will:

1. Promote an understanding of the interaction among the arts, culture, society, artist, and audience.
2. Provide opportunity for students to engage in, and develop an understanding of, the creative process.
3. Help students develop analytical, interpretive, or evaluative skills appropriate to the study, performance, and/or creation of at least one of the visual and performing arts.
4. Introduce students to how to read in the dominant genre(s) of the discipline.
5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

**SLOs** Arts students will:

1. Identify the tools or methods used in an artistic discipline to analyze enduring and contemporary questions or challenges.
2. Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

**Human Behavior and Social Institutions (HBSI)**

**Description**: The social sciences rely on empirical data (quantitative and qualitative) to generate and answer questions, such as: Why do humans behave and think as they do? How do social institutions form and function? How do humans and institutions interact? Courses in Human Behavior and Social Institutions explore how social scientists develop theories that contribute to an understanding of individual and group behavior in various contexts. In Human Behavior and Social Institutions courses, students will: learn about and critique both human behavior and social institutions and the methods for studying them.

**Criteria** Human Behavior and Social Institutions courses will:

1. Introduce theories and principles that emerge from empirical research to explain human behavior and social institutions.
2. Introduce qualitative and quantitative methods of collecting, evaluating, and presenting information pertaining to human behavior and social institutions.
3. Address the context and stages of development for a particular social and behavioral science or interdisciplinary social scientific field of study with attention to the social and ethical issues that have arisen within that development.
4. Introduce students to how to read in the dominant genre(s) of the discipline.
5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

**SLOs** Human Behavior and Social Institutions students will:

1. Identify the tools or methods used in a social science discipline to analyze enduring and contemporary questions or challenges.
2. Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

**Humanities (HUMN)**

**Description**: The humanities examine the question of what it means to be human through the study of literary expression, history, language, and rhetoric. They equip us to understand and evaluate human thought, culture, and history and the ways in which human beings construct meaning from experience. In Humanities courses, students will: reflect on what makes a purposeful life through studying literature, history, culture, and rhetoric.

**Criteria** Humanities courses will:

1. Provide students with a framework for understanding and appreciating diverse modes of human experience and expression in their historical, intellectual, and/or cultural contexts.
2. Prepare students to critically analyze how humans construct meaning from human experience in particular historical, intellectual, and/or cultural contexts.
3. Provide students with models for investigating broader questions about the ways in which human beings construct meaning and values in human experience.
4. Introduce students to how to read in the dominant genre(s) of the discipline.
5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

**SLOs** Humanities students will:

1. Identify the tools or methods used in a humanities discipline to analyze enduring and contemporary questions or challenges.
2. Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

**Natural Science (NTSCI)**

**Description**: Science is the concerted human effort to pursue better explanations about the natural world based on systematic evaluation of physical evidence. This process of discovery allows us to link isolated facts into a coherent and comprehensive web of knowledge. In Natural Science courses, students will: examine scientific questions with a variety of methods and tools, including hands-on work in a laboratory setting and the communication of findings.

**Criteria** Natural Science courses will:

1. Introduce students to the scientific method.
2. Provide opportunities for students to participate in discovery through laboratory or field experiences.
3. Include examples of historical, philosophical, or societal development of the discipline and the application of science to enduring and contemporary questions.
4. Introduce students to how to read in the dominant genre(s) of the discipline.
5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

**SLOs** Natural Science students will:

1. Identify the tools or methods used in a natural science discipline to analyze enduring and contemporary questions or challenges.
2. Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

**Religious Studies and Philosophy (RSAP)**

**Description**: In religion, philosophy, and ethics, people ask questions such as how should we live? On what grounds? What enables us to live that way? These disciplines consider the grounds of beliefs and practices and how beliefs, texts, practices, and ethics relate to each other and to their cultural contexts. In Religious, Philosophical, and Ethical Thought courses, students will: gain knowledge and skills necessary to critically analyze beliefs, and practices and to navigate a world of competing theological, philosophical, and ethical commitments.

**Criteria** Religious Studies and Philosophy courses will:

1. Develop awareness of differing religious, philosophical, or ethical traditions by comparing the beliefs, texts, or practices of least two religious, philosophical, or ethical traditions and/or exploring the relationship between at least two religious, philosophical, or ethical traditions.
2. Encourage students to understand traditions, beliefs, texts, and practices as appropriate objects of academic study by critically analyzing and evaluating religious, philosophical, and/or ethical claims.
3. Enable students to understand the culturally and historically embedded nature of beliefs, practices, texts, and traditions, specifically by addressing how they have affected or been affected by social and cultural contexts, historical or contemporary.
4. Introduce students to how to read in the dominant genre(s) of the discipline.
5. Give students opportunities to use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.

**SLOs** Religious Studies and Philosophy students will:

1. Identify the tools or methods used in religion, philosophy, or ethics to analyze enduring and contemporary questions or challenges.
2. Describe appropriate tactics and strategies to comprehend or decode texts or artifacts in the dominant genre of the discipline.

**Quantitative Reasoning (QUANT)**

**Description**: Quantitative and analytical reasoning courses focus on understanding and evaluating quantitative or logical (specifically referring to symbolic or predictive logic) assertions, as well as conducting and communicating quantitative or logical analysis. These courses prepare students to read, analyze, and critique mathematical, logical, statistical, and/or algorithmic analyses and increase their understanding of how such methods are properly used. QUANT courses prepare students to understand and apply mathematical, logical, statistical, and/or algorithmic methods in a discipline-specific context or in the context of the data literacy necessary for professional and/or civic life.

**Criteria** QUANT courses will:

1. Engage students in practicing and refining their quantitative skills with feedback from the instructor.
2. Practice executing and using mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including through examination of assumptions, data quality, and methodology.
3. Provide multiple opportunities to critique quantitative or logical assertions made in a variety of sources (e.g., existing logical or mathematical proofs, peer-reviewed academic literature, assertions made in public media) using mathematical, logical, statistical, and/or algorithmic reasoning.

**SLOs** QUANT students will:

1. Critique quantitative or logical assertions using mathematical, logical, statistical, and/or algorithmic reasoning.
2. Use mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including through examination of assumptions and utilization of proper methods.
3. Compare how different sources use mathematical, logical, statistical, and/or algorithmic reasoning.

**U.S. Identities and Difference (USIDG)**

**Description**: U.S. Identities and Difference courses explore intersectional identity formation in the U.S. by studying one or more non-majority racial and/or ethnic groups alongside at least one other identity category. In these courses, students examine separate and intersectional identity constructions in context. U.S. Identities and Difference courses provide opportunities for students to reflect on the varied ways in which difference and identity impact policies, institutions, and/or communities in the U.S. and abroad.

**Criteria** U.S. Identities and Difference courses will:

1. Explore the ways that race and/or ethnicity have shaped U.S. identities and impacted policies, institutions, or communities within particular contexts.
2. Examine the intersectionality between race and/or ethnicity and at least one other category of identity in order to highlight the structures of power in which they operate.
3. Introduce different forms of information, including, as much as possible, primary and secondary sources from the non-majority groups included in the course, and analyze the arguments that such information supports.

**SLOs** U.S. Identities and Difference students will:

1. Describe the experiences of one or more non-majority ethnic or racial groups in the U.S. with attention to how intersectionality with at least one other category of difference has shaped that experience.
2. Analyze the vital connections among identity, privilege, and power in the United States at the personal and institutional levels.
3. Evaluate the arguments that different forms of information support.

**Global Affairs and Cultures (GLAFC)**

**Description**: Global affairs and cultures courses focus on topic(s) of global reach in relation to human populations. These courses examine those topics in the context of social, economic, cultural, political, or ecological environments, considering global interactions and interconnections (manifested locally, nationally, regionally, or across the entire planet). In order to prioritize diverse voices, GLAFC must include, as much as possible, primary and secondary sources originating from the cultures included in the course.

**Criteria** Global Affairs and Cultures courses will:

1. Focus on topics of global reach, past and/or contemporary.
2. Place the topic(s) in a global context and in relation to human populations. “Global” here is not a geographical marker but signifies interconnections across familiar social, economic, cultural, political or ecological boundaries.
3. Introduce different forms of information, including, as much as possible, primary and secondary sources from the cultures included in the course, and analyze the arguments that such information supports.

**SLOs** Global Affairs and Cultures students will:

1. Describe how a topic of global reach affects human populations.
2. Compare multiple perspectives on the topic being studied.
3. Evaluate the arguments that different forms of information support.

**Writing and Information Literacy (WRIT-L)**

**Description**: Writing and Information Literacy (WRIT-L) courses require students to investigate and evaluate different forms of information (print journalism, digital forms, visual media, etc.). Students then use such information to create arguments for general audiences. Students draft, revise, and edit multiple short pieces of writing with peer and instructor feedback. Courses offered at the 200- and 300-level may carry WRIT-L designation. Because WRIT-L courses require revision and feedback cycles, enrollments should be limited to 20 or fewer students.

**Criteria** WRIT-L courses will:

1. Provide opportunities for students to use informal writing to explore ideas and reflect on their learning frequently, using their own words to describe key concepts, respond to readings, record observations, or organize their understanding of material.
2. Provide some class time for students to investigate how writers use different forms of information (e.g., news reporting, opinion, satire, advertising, scholarly research, social media) as they make and support claims in multiple contexts.
3. Help students develop rhetorical flexibility by writing at least two forms of expression for different audiences.
4. Require students to draft, revise and edit at least two short pieces of writing with peer and instructor feedback.

Outcomes: WRIT-L students will:

1. Encounter and distinguish various forms of communication (e.g., journal article, podcast, documentary, etc.), analyze the arguments those texts construct, and engage the texts through informal and formal writing.
2. Use multiple types of communication (e.g., multiple genres; visual and written communication; oral and written communication etc.) to craft arguments that make and support claims successfully for multiple audiences and contexts.
3. Draft, revise, and edit work with feedback from others.

**Writing in the Disciplines (WRIT-D)**

**Description**: Writing in the Disciplines (WRIT-D) courses use writing to communicate disciplinary knowledge. WRIT-D courses help students develop writing strategies to explore and pursue new ideas or research questions and produce discipline-specific forms. Courses designated WRIT-D require students to draft, revise, and edit their work with peer and instructor feedback. Courses offered at 200- and 300-level may carry WRIT-D designation. Because WRIT-D courses require revision and feedback cycles, enrollments should be limited to 20 or fewer students.

**Criteria** WRIT-D courses will:

1. Require students to find or generate at least some of the texts, data, artifacts, artworks, etc. that will be source material for their writing.
2. Teach students to evaluate and incorporate information or source material into a project, as appropriate to the discipline, and use that material to make and support claims.
3. Require students to draft, revise, and edit at least one major writing assignment or a series of shorter writing assignments with instructor and peer feedback.
4. Provide some class time for students to discuss and practice stages of the writing process.

**SLOs** WRIT-D students will:

1. Create texts that meet the needs of specific purposes, audiences, and contexts within the discipline and exemplify the structures, genres, and conventions of communication within the discipline.
2. Critically evaluate information in order to write arguments that communicate effectively with specific audiences.
3. Draft, revise, and edit work with feedback from others.