



THE DIALOGUES OF LEARNING

Lynn University's Core Curriculum for the 21st Century

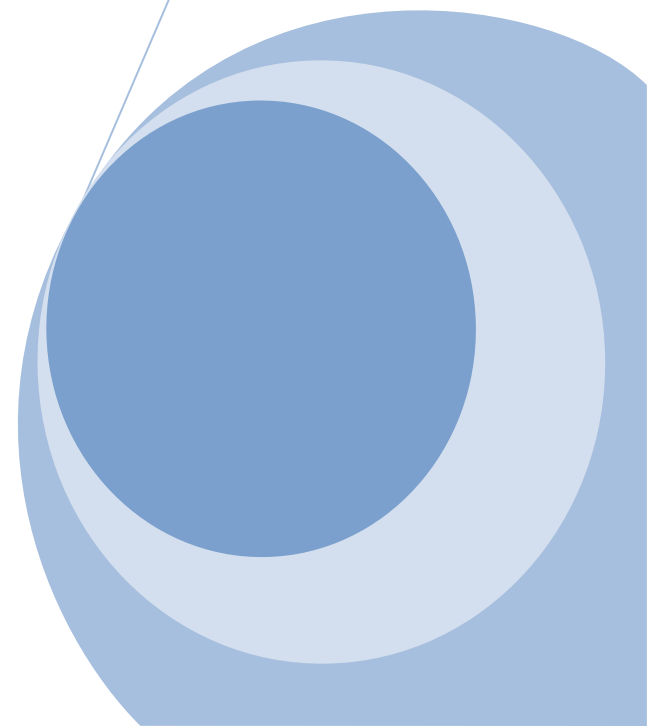


LYNN
UNIVERSITY

The Dialogues of Learning: Lynn University's Core Curriculum for the 21st Century

A LYNN 2020 INITIATIVE

**Dr. Cynthia Patterson and the Core Curriculum Steering Committee
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Preface: Dialogues for the 21st Century; Educational Excellence through Innovation in General Education at Lynn University

*There are few earthly things more beautiful than a university...
[For a university] is a place where those who hate ignorance may strive to know, and
where those who perceive the truth, may strive to make others see.*

John Masefield

As Lynn University moves forward with the *Lynn 2020* plan, a critical component of the academic program rests with enhancing the quality of our general education curriculum. As we prepare to educate students for the 21st century, the skills, abilities, habits of heart and mind, and broad-based knowledge that are intrinsic to a liberal arts education are more essential to the intellectual, professional and personal development of students than ever before. The importance of a liberal education as a means for preparing students to be ethical, responsible and engaged citizens in an increasingly complex, technological, rapidly changing and pluralistic society has never been greater. The “pedagogy of engagement” that now demands that we challenge our students to become active, intentional and purposeful learners is best achieved in an environment in which the faculty are student-centered and equally passionate about their investment in teaching, service and scholarship.

The fundamental qualities that make colleges and universities meaningful communities lay in the purpose of liberal education itself: to empower students in ways that will make a difference not only in who they are, but also in who they become. Through liberal education faculty, staff and students interact as both teachers and learners in a mutual effort to uncover the truths within ourselves and to acquire the skills, knowledge and moral reasoning to understand the world within and beyond our campus communities. The pursuit of truth intrinsic to liberal education should also engender in our students a belief in human justice and social responsibility and the qualities of integrity, compassion and grace that will empower students to act on those beliefs in their own lives and within their communities. In this regard, a global and intercultural perspective is intrinsic to liberal arts education.

As we enter the 21st century, the essential purpose of liberal education remains unchanged. Yet, the skills and knowledge our students need to meet the demands of an increasingly complex, technological and global society require new paradigms for both teaching and learning. Eschewing false dichotomies between liberal arts and professional education, understanding the interdisciplinary and integrative nature of knowledge and skills, reclaiming our responsibility for fostering personal and social responsibility among our students, and placing student learning at the heart of the educational process, Lynn University is dedicated to becoming one of the most innovative, international and individualized small universities in America.

I. Liberal Education for the 21st Century: Revitalizing Core Values and Responding to the Pedagogical Imperative of Student Learning

In 2002, the Association of American Colleges and Universities (AAC&U), the leading authority on liberal arts education in the United States, published a comprehensive report on the status of liberal arts education, *Greater Expectations New Vision for Learning as a Nation Goes to College*. Calling for “invigorated liberal education” capable of meeting the needs of students in the 21st century, the AAC&U report, and subsequent national campaign, focuses on educational outcomes and new standards for excellence in undergraduate education. Citing the emerging consensus within the academy and across the professions and business communities, the AAC&U’s Greater Expectations panel calls for “higher education to help students become intentional learners who can adapt to new environments, integrate knowledge from different sources and continue learning throughout their lives.

To thrive in a complex world, these intentional learners should also become:

- Empowered through the mastery of intellectual and practical skills.
- Informed by knowledge about the natural and social worlds and about the forms of inquiry basic to these studies.
- Responsible for their personal actions and civic values.”¹

To ensure liberal education’s continued relevancy and effectiveness in providing the habits of the heart and mind essential to a democratic society, the AAC &U has identified the following *Essential Learning Outcomes for the 21st Century*:

1. Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

Focused by engagement with big questions, both contemporary and enduring.

2. Intellectual and Practical Skills, including

- Inquiry and analysis.
- Critical and creative thinking.
- Written and oral communication.
- Quantitative literacy.
- Information literacy.
- Teamwork and problem solving.

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects and standards for performance.

3. Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global.
- Intercultural knowledge and competence.
- Ethical reasoning and action.
- Foundations and skills for lifelong learning.

Anchored through active involvement with diverse communities and real-world challenges.

4. Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies.

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.²

In order for students to acquire these habits of heart and mind, institutions must first create learning environments where these outcomes are embraced and fostered.

Education for the 21st century envisions new integrative approaches to the acquisition of skills and knowledge through collaborative and active learning within a seamless web of educational experiences united by common learning outcomes and high standards. These learning outcomes articulate a comprehensive agenda for transforming undergraduate education in curricular and co-curricular life while also redefining the professorate itself.

Drawing on years of research and practice in student development, the National Association of Student Personal Administrators (NASPA) joined the chorus of advocates for integrative learning with the publication of *Learning Reconsidered: A Campus-wide Focus on the Student Experience (2004)*. As educational practice shifts from information transfer from faculty to student to “transformative education” which places the student’s reflective processes at the core of the learning experience, student affairs becomes an agency for liberal education itself.⁴

The most significant outcome of the paradigmatic shift from faculty centered to student-centered education is what students learn as opposed to what faculty teach is the new standard for assessing educational quality and effectiveness.

In Lynn University’s new core curriculum, the terms “faculty-centered” and “student-centered” are rendered obsolete. Given our distinctive identity as a *learning-centered community*, we focus on how both faculty and students are equally important and mutually responsible participants in the leaning process. As Lynn University seeks to achieve excellence through innovation, a new core curriculum represents the ideal platform for defining our common student learning outcomes, our pedagogical principles and practice, and our standards as a community of learners.

The enduring value of liberal education and its focus on the development of the whole person is once again reasserting its voice within the cacophony of demands for improving undergraduate education. Liberal education is indeed being redefined in powerful ways that embrace the timeless value of education as empowerment. Liberal education remains vested in its classical tradition of “liberalis” (“fitted to freedom”), while also embracing new knowledge, ideas and practices. The paradigmatic shift in undergraduate education is transforming not only our curriculums, but more importantly, our responsibilities as educators.

The *Carnegie Foundation for the Advancement for Teaching*, building on Ernest Boyer’s pioneering work, *Scholarship Reconsidered*, and of the American Association of Higher Education’s (AAHE) initiatives in teaching and learning, is advocating for a new vision and model for the role and responsibilities for faculty in relationship for student learning. The “scholarship of teaching and learning,” Lee Shulman, the Foundation’s President argues, rests on the ‘pedagogical imperative:’

We argue that an educator can teach with integrity only if an effort is made to examine the impact of his or her work on the student. The pedagogical imperative includes the obligation to inquire into the consequences of one’s work with students....We are responsible for what is learned, how it is learned, what value it has for students, and for our own learning through practice in ways that make us more effective in fostering important forms of learning for all students...Scholars of teaching and learning are prepared to confront the ethical as well as the intellectual and pedagogical challenges of their work. They are not drive-by educators. They insist on stopping at the scene to see what more that can do.⁶

For Lynn University, the pedagogical imperative is a reflection of our deepest held values and a standard for excellence that reveals our greatest challenges. We must assume the mantle of responsibility for rigorous introspection and assessment of both our institutional commitment to student learning and our understanding, effectiveness, and expertise as scholars of teaching and learning.

II. The New Core Curriculum, “Dialogues of Learning.”

The ethicist and novelist Elie Wiesel once described a moral society—or a community striving to be moral—as *one that is living in dialogue; that is honoring the humanity of every member.*⁷ For Lynn University, our new core curriculum focuses on living in dialogue with each other in the past, present and future, within and across disciplines, and in pursuit of our common humanity.

As an institution that excels in interactive learning and innovative pedagogies, dialogue, debate, discussion, questioning, multiple perspectives, discernment and reflection are all intrinsic qualities of our educational experience. Respective of the diversity of human thought and experiences from a historical perspective, we also value the richness of the concept of “dialogue” as a heuristic model for defining the nature and scope of human history and the evolution of knowledge itself. The theme of dialogue is also reflective of our commitment to educate students to be ethical, responsible and engaged citizens.

Extending the metaphor of dialogues, the Lynn community itself will become a “common square” in which faculty, staff and students will come together to seek knowledge, to create, to explore and to understand new ideas, different perspectives, and different cultures; to discuss and debate ideas; and learn from each other based upon our mission, shared goals and values. In both our curricular design and pedagogy we must insure that integrative, collaborative and active learning occurs everywhere and thus serves as the common currency of our educational interactions. Our common ground, therefore, begins and ends with the education of the whole person; to foster learning at the individual level is our collective vocation. In this spirit, we begin with a new vision for our core curriculum based upon learning outcomes inherent to all aspects of the undergraduate experience and a new model for general education that recognizes our dual obligations to prepare students for the 21st century and to fulfill our mission as an innovative, international and individualized university centered in student learning.

Current literature in higher education clearly identifies general education as the foundation and framework for all baccalaureate education. No longer viewed as a service program to support broad-based education and the major offered in the first two years of study, general education is now understood as a developmental, comprehensive and integrated educational experience that incorporates the breadth and depth characteristic of classical liberal arts education and the acquisition of specific knowledge and skills within a major field of study.

The acquisition of skills and proficiencies is the foundation for all learning. Without the ability to read, think and write critically; to reason quantitatively; to understand and apply multiple perspectives, concepts and modalities; to express one’s ideas and thoughts effectively and in dialogue with others; and to exercise both self-reflection and moral reasoning; learning is impossible. Therefore, in our new core curriculum, student learning and assessment will focus on these foundational skills. A key component of the Lynn plan embeds instruction and the development of skills across the curriculum. Beginning in the first year and continuing through graduation, learning outcomes in these foundational skills are defined in a developmental model that involves increasing levels of competency and mastery in the context of both general education and the major field of study. The focus on embedded assessments that measure development and growth, and the emphasis on integrative pedagogies, are central to Lynn’s value added approach to the student as learner.

In addition to skills, students must also understand specific “frameworks,” or ways of knowing that expose students to specific modes of inquiry and bodies of knowledge essential to a broad-based liberal education and specialized fields of study. These frameworks and core competencies include knowledge of self and society as well as an understanding of the humanities, social sciences, natural and technological sciences, human and cultural diversity, ethics and civics. As the following proposal illustrates, our new core curriculum model insures intellectual coherency, is developmental over four years, integrates skill and knowledge-based learning outcomes, and clearly and precisely defines our mission-driven understanding of the intrinsic and essential character of a Lynn University education.

Founded originally as a Catholic institution, Lynn University has always honored its commitment to social justice and the moral development of its students. As a university deeply engaged in preparing students for responsible citizenship, Lynn’s core curriculum must emphasize the purposeful development of ethical and moral reasoning among students. In addition, the core curriculum will also educate students in the theories and practice of civics from a historical perspective in the United States as well as in other cultures and societies.

A. Goals for the Core Curriculum

1. Foundational Skills and Core Proficiencies

These skills are the essential tools to both undergraduate liberal education and lifelong learning. Therefore, the first major goals of our core curriculum focus on the following foundational skills and core proficiencies:

- a. Graduates will demonstrate the ability to think critically, analytically and creatively and to communicate effectively in both written and oral communication using multiple literacies and forms of expression.
- b. Graduates will demonstrate the ability to understand and employ both qualitative and quantitative reasoning.
- c. Graduates will demonstrate the intellectual and interpersonal skills essential to self-knowledge as well as the ability to understand and interact with individuals and groups in various settings.
- d. Graduates will demonstrate integrative learning skills across disciplines, between theory and practice, and between classroom-based learning experiences beyond the traditional classroom.

In order to ensure that students acquire these skills, our curriculum must utilize both “course specific” and “skills development across the curriculum” modalities to embed skills instruction across the curriculum.

2. Frameworks and Knowledge Areas

The second critical component of general education is that it provides a coherent and broad-based education derived from the diversity of human thought and experience. The core curriculum for Lynn University will, therefore, provide graduates with:

- a. An understanding of and appreciation for all forms of human expression and acquisition of a perspective that is respectful of diversity of thought and values multiple perspectives.
- b. An understanding of and appreciation for the study of human societies, institutions and behaviors embodied within a historical and global perspective.
- c. An understanding of and appreciation for the study of science and technology and the ability to analyze and make informed judgments with regard to both.
- d. An understanding of and appreciation for ethical theory and practice and the development of moral reasoning and consciousness.
- e. An understanding of and appreciation for human and cultural diversity and the development of a global and multicultural perspective.
- f. An understanding of and appreciation for social responsibility and civic engagement.

Within these broad areas, the core curriculum involves an interdisciplinary approach that seeks to foster student learning across disciplines and provide a construct for integrating our foundational skills with our frameworks and knowledge-based outcomes. The core curriculum also focuses on specific perennial questions, themes and issues that embody the core values of our mission and educational community. Collectively, therefore, the core curriculum represents what the Lynn University community believes is essential to undergraduate education and defines the knowledge, abilities and habits of heart and mind that will define a graduate of Lynn University.

III. Dialogues of Learning

The origin of all learning is questioning; thinking, asking, wondering why. Whether talking to ourselves or to others, dialogue is the medium through which we all learn, create and understand. At a time when the sheer volume of information is ever increasing, the essential skills of reasoning, analysis, reflection and the art of discourse remain essential. In the aesthetic dimensions of human imagination and creation, curiosity, wonderment and inspiration arise from sensory interactions and dialogues of self-expression. In addition, for every known fact or accepted truth, there is always a need to question, to constantly ask why, or else we surrender not only our capacity to think, but also our ability to learn, change and grow. Dialogical education also teaches respect for others, the skills necessary to deepen one's perspective and understanding, and the importance of reasoned discourse to making informed judgments.

In that spirit, Lynn University's core curriculum views dialogue, philosophically and pedagogically, as the basis for all learning. Using a thematic approach to the perennial questions and goals of liberal education, the core centers on three comprehensive domains of human thought, expression and action:

- *Dialogues of Self and Society*
- *Dialogues of Belief and Reason*
- *Dialogues of Justice and Civic Life*

The core curriculum integrates all of the learning goals and objectives for general education at Lynn University in a coherent, developmental model that focuses on integrative approaches to teaching and learning in knowledge, skills and values.

In their content and pedagogy, the *Dialogues of Learning* will:

- Engage students in conversations with the richness of human thought historically, cross-culturally and across disciplinary boundaries.
- Create a culture of inquiry, reflection, commitment and action by requiring that every course be taught in a seminar format utilizing collaborative and interactive pedagogies.
- Foster an understanding of both the United States and global community from an historical and contemporary perspective.
- Integrate critical thinking and communication skills, information literacy and technological literacy into every course.
- Structure the acquisition of both skills and knowledge in a four year progressively challenging and sequential schema that includes course work in the major and general education.

Dialogues of Self and Society

For every individual and society, the most fundamental of all questions is both the simplest and the most profound; who am I, what is my purpose? The desire and need to “know thyself,” as Socrates recognized, is the root of all knowledge, wisdom and virtue. To seek self-awareness and acquire self-knowledge requires all of the skills, knowledge and multiple perspectives expressed in our learning outcomes for the 21st century. Individual identity is a social as well as personal phenomenon. Seminars that will fulfill this requirement will focus on the development of identity and the “situated self” historically and in the contemporary environment from an interdisciplinary perspective.

Dialogues of Belief and Reason

From ancient civilizations to the present, the desire to understand the nature of existence and the mysteries of life has inspired human thought, creativity, aesthetics and artistry while occupying a central place in both religious and secular world views. Transcending any singular discipline or faith tradition, these seminars explore the historical and cross-cultural significance of belief systems and practices focused on the sacred, scientific and secular explanations of human existence and the physical and natural world. Seminars that fulfill this requirement will also explore ethics as the legitimate domain of both theological and philosophical inquiry.

Dialogues of Justice and Civic Life

Pursuant to our educational goals of preparing students to be responsible, informed and ethical citizens locally and globally, these seminars focus on the ideas, values, institutions, and practices that have defined civic life within human societies. Civic engagement is impossible unless students acquire the skills, knowledge and perspective that will allow them to understand political life. As Derek Bok argues in *Our Underachieving Colleges*, we must be deliberate in fulfilling our responsibilities in civic education and offer instruction in bodies of knowledge that have enduring quality: knowledge of American democracy, political philosophy, economics and public policy, and international affairs.⁸ These seminars will also examine the nature of society and “the State” as well as the concepts of freedom, equality, justice and power from both a historical and cross-cultural perspective.

In this core program, each of the themes extends across all four years. Unlike current approaches to general education and major fields, Lynn’s core is truly integrative. With liberal education as its defining principle and pedagogy, the core’s thematic tracks unify skills and knowledge acquisition. The core also defines student learning outcomes in both knowledge and skills in a developmental manner as levels of competency, mastery, and both breadth and depth of understanding increase over the four years of study. The pedagogical and curricular innovations inherent in Lynn’s core curriculum are equally apparent in the requirement that undergraduate education place an equal emphasis on the American experience and global learning from an interdisciplinary perspective. As we prepare both our domestic and international students for the 21st century, understanding the history, culture, institutions and contemporary state of affairs in the United States and other nations is essential. The importance of civic knowledge and awareness to meeting our obligations to American democracy and to international and intercultural justice is fundamental to our mission.

Finally, the signature pedagogy of dialogue, the classroom as a collaborative, interactive learning environment and innovation as an explicit focus of inquiry further distinguish the Lynn approach to education for the 21st century.

THE DIALOGUES OF LEARNING: STRUCTURE AND REQUIREMENTS

The seminars are structured in three distinct phases reflective of the developmental approach to student learning: *Foundational*, *Transformational* and *Integrative/Capstone*. Student learning outcomes in critical thinking, communications skills, information literacy and technological literacy will be defined and measured in all Dialogues seminars based upon institutional wide rubrics for each skill area that are developmental requiring increasing levels of competency and ability. Within the 12 courses in the three *Dialogues of Learning* areas, each student must complete four courses focused on the American experience and four courses designated as Global Studies, one for each area at each level.

A. The Foundational Stage

The first two years define the *Foundational* period. During this time, the *Dialogues* engage students in common and core principles, ideas, people, concepts, great works, etc. that we believe are essential to a liberal education. In the *Foundational* sequence, the seminars are structured for coherency and interdisciplinary perspectives through a combination of a common curricula and special topics; at least 50 percent of the course will contain common material and the remaining 50 percent will examine how these core principles and knowledge are applied in a diversity of disciplines.

- There will be *Foundational* seminars in each of the three main *Dialogues* offered at the 100 and 200 levels. Students must complete one seminar in each Dialogue at each level by the end of the sophomore year.
- Every student will be required to take at least two (one at each level) of their *Foundational Dialogues* with a member of the English faculty.
- Among these six foundational level *Dialogues*, student must select one at the 100 and one at the 200 level that have an American focus and one at each level that has a Global focus.

B. The Transformational and Integrative/Capstone Levels

In the third and fourth years, the *Transformational* and *Integrative/Capstone* seminars become increasingly integrated with the major fields of study with higher levels of skills acquisition and application with more in-depth content and focus.

- Within the Dialogues, each student must complete two seminars at the 300 and 400 levels, including at least two in the major field or school.
- Within the six upper level Dialogues courses, each student must complete two courses focused on the American experience and two courses in Global Studies at the 300 and/or 400 levels.

C. Quantitative Reasoning and Scientific Literacy Requirements

1. Quantitative Reasoning

- Students must complete two courses in QR during the Foundational period; QR 100: *Why Numbers Matter; Introduction to Quantitative Reasoning*; and QR 200: *Special Topics in Quantitative Reasoning for Explanation and Analysis*. There will be a common text for both courses. While all students will take the same QR 100 course, in QR 200 students can select different sections/courses based upon a specific theme or topic.
- Students must complete two additional QR courses at the 300 and 400 levels that can be taken from within the Dialogues or in any course that carries a QR designation, including courses within the major field.

2. Scientific Literacy

- Students must successfully complete four courses in *Scientific Literacy*, one at each level; including a *Foundational* course *SL 100: The Scientific Imagination and Perspectives on the Human Experience*. The remaining three courses can be taken from across the curriculum from courses listed with the *SL* designation; of these courses, at least two must be at the 300 or 400 levels.

Dialogues of Innovation

To accentuate and foster the spirit of innovation that distinguishes the Lynn experience, the core curriculum includes one additional requirement: *Dialogues of Innovation*, a specially-designed educational component. In each of the four undergraduate years, students will successfully complete one course in January term that will focus on innovative ideas, topics, pedagogies and/or experiential learning experiences. During the January term, the university will also offer a *Symposium on Innovation* which will include theorists and practitioners who are actively involved with creating new ideas, approaches and practices in their respective fields. These mini-terms are also intended to provide opportunities for Lynn University faculty and staff to design innovative curricular and co-curricular learning experiences and collaborative programs.

Fulfilling the Lynn 2020 Vision: Excellence, Accountability and Quality within the Dialogues of Learning

The outcomes-based model for defining and measuring student learning outcomes inherent in the *Dialogues* establishes new standards for accountability and measures for assessing our effectiveness as educators. Beginning with the first year experience, we must raise standards of performance; encourage more student independence and responsibility; be more proactive in all of our teaching, learning and advising endeavors; and create a climate of success for all students. Our central mission is to empower students as learners and to equip them with the habits of heart and mind essential to a meaningful and successful life. Success is measured for students not simply by the acquisition of good grades, but more importantly the development of a grounded confidence in the improvement of their skills and their growth as learners and individuals.

The overarching goal of the new curriculum is to enhance the undergraduate experience through improved academic quality, and therefore we must reassert our fidelity to standards of quality and excellence consistent with our mission and values and reflective of our ethical responsibilities to our students and our university.

In its purposes, structure and pedagogy, the *Dialogues for Learning* transforms Lynn University's philosophy and commitment to liberal education in ways that embrace our vision to become one of the most innovative, international and individualized small universities in the United States.

NOTES

1. *Greater Expectations: A New Vision for Learning as a Nation Goes to College, A National Panel Report*, (Washington, DC: Association of American Colleges and Universities, 2002). The AAC&U has published an extensive series of reports on undergraduate education as part of their national campaign "Liberal Education & America's Promise," (LEAP). All of these reports are available at <http://www.aacu.org>.
2. *College Learning for the New Global Century, A National Report*, (Washington, DC: Association of American Colleges and Universities, 2007).
3. Ernest Boyer, *Campus Life: In Search of Community, A Special Report from The Carnegie Foundation on Teaching and Learning*. (Jossey-Bass, May 1990). pp. xii.
4. Learning Reconsidered: A Campus-Wide Focus on the Student experience, (Washington D.C.: The National Association of Student Personnel Administrators & the American College Personnel Association, January 2004). pp. 8-12.
6. Lee Shulman, "Pedagogies of Uncertainty," *Liberal Education*, (Spring, 2005) and also "No Drive-By Teachers," in the Carnegie Foundation Perspectives Series, at <http://www.carniefoundation.org>.
7. Quoted in Diana Chapman Walsh, "Looking Beyond Challenges," *Liberal Education*, vol. 88, No.2 (Spring 2002), p.19.
8. Bok, *Our Underachieving Colleges*, pp. 186-190.

Appendix I: Goals and Student Learning Outcomes for Courses in the Dialogues of Learning

Dialogues of Self and Society

For every individual and society, the most fundamental of all questions is both the simplest and the most profound; who am I, what is my purpose? The desire and need to “know thyself,” as Socrates recognized, is the root of all knowledge, wisdom and virtue. To seek self-awareness and acquire self-knowledge requires all of the skills, knowledge and multiple perspectives expressed in our learning outcomes for the 21st century. Individual identity is a social as well as personal phenomenon. Seminars that will fulfill this requirement will focus on the development of identity and the “situated self” historically and in the contemporary environment from an interdisciplinary perspective.

Specific Goals and Outcomes

Goals

1. *Demonstrate an informed understanding of the major concepts of the self and society from a historical, cross-cultural and multi-disciplinary perspectives;*
2. *Demonstrate knowledge of the systemic nature of self and the process of identity formation and self-knowledge and be able to articulate an understanding of one’s own identity and purpose;*
3. *Demonstrate knowledge of the process of social change, the development of human societies and the interrelationships between the individual and society;*
4. *Demonstrate an understanding of and appreciation for the universal nature of being human and humane.*

Specific Learning Outcomes

Students will be able to:

100 level courses

- a. Identify and define the most significant theories and definitions of self from a historical, interdisciplinary and cross-cultural perspective.
- b. Identify and define the self as a construct in relationship to others.
- c. Identify and define how representations of self reflect and determine identity.

200 level courses

- a. Identify and define the most significant theories and perspectives on what is a society from a historical, interdisciplinary and cross cultural perspective.
- b. Identify and define the major forces that shape the development of societies and social change.
- c. Identify and explain how concepts of the self are interpreted in the context of society.

300/400 level courses

- a. Compare and contrast multiple perspectives on the self and society and critically evaluate the nature of the relationship between the individual and society in relationship to a specific topic, era or field of study.
- b. Analyze the dynamics between social forces and the individual;
- c. Recognize and integrate the social construction of the individual as reflected in texts and/or literary works, the arts and the media.
- d. Critically evaluate and have knowledge of the most significant historical and contemporary theories of self and society as they relate to his/her self-knowledge and an understanding of the fundamental qualities that define all human societies.
- e. Design a service learning plan that demonstrates how individual action can impact social institutions and relationships.
- f. Value and appreciate the complexities of individuals’ lives and the diversity of human societies.

Dialogues of Belief and Reason

From ancient civilizations to the present, the desire to understand the nature of existence and the mysteries of life has inspired human thought, creativity, aesthetics and artistry while occupying a central place in both religious and secular world views. Transcending any singular discipline or faith tradition, these seminars explore the historical and cross-cultural significance of belief systems and practices focused on the sacred, scientific and secular explanations of human existence and the physical and natural world. Seminars that fulfill this requirement will also explore ethics as the legitimate domain of both theological and philosophical inquiry.

Specific Goals and Outcomes

Goals

1. *Demonstrate an understanding of the concepts of belief and reason from a historical, cross-cultural and multi-disciplinary perspective.*
2. *Demonstrate the ability to understand and apply concepts of both belief and reason to the human experience and natural phenomena.*
3. *Demonstrate knowledge of and the ability to examine, evaluate, and articulate an understanding of the perennial "big questions;" including, what is the nature of humankind? What is the basis of knowledge and belief and what are the limits of both? What is my relationship to the world and my role in it? What does it mean and require being a good citizen, neighbor, friend and family member?*
4. *Demonstrate critical reflection upon and informed acquisition of an ethical system of belief and reason that informs conduct in professional and personal affairs.*

Specific Learning Outcomes

Students will be able to:

100 level courses

- a. Identify and define the concepts of belief and reason from a historical, cross-cultural and multidisciplinary perspective.
- b. Identify, classify and examine the major ideas, thinkers, and intellectual and religious traditions in relationship to the perennial questions that have defined the relationship between belief and reason.
- c. Identify and demonstrate knowledge of and information about the contexts in which belief and reasoning systems serve himself/herself and wider communities and contexts.

200 level courses

- a. Understand and apply concepts from belief and reasoning systems to specific examples and situations.
- b. Apply knowledge of belief and reasoning systems to examine his or her own life, social and historical issues, and questions of faith and spirituality.
- c. Compare, contrast and evaluate belief and reasoning systems.

300/400 level courses

- a. Analyze and synthesize systems of belief and reason demonstrating an understanding of the diversity of human thought, expression and perspectives regarding questions of faith, belief and reason.
- b. Critically evaluate and construct arguments that address the perennial questions in universal and personal manifestations.
- c. Create and articulate ways of applying knowledge about systems of belief and reason to specific projects that pertain to real-life dilemma and issues.
- d. Discern, evaluate and make informed judgments regarding where, when and how to apply belief and reasoning systems.
- e. Evaluate and articulate one's own belief system and demonstrate a critical and reflective understanding of the role of belief and reason in the construct of their own ethical and moral values, beliefs and principles.
- f. Understand and appreciate the limits of both belief and reason and demonstrate tolerance for ambiguity and uncertainty.

Dialogues of Justice and Civic Life

Pursuant to our educational goals of preparing students to be responsible, informed and ethical citizens locally and globally, these seminars focus on the ideas, values, institutions and practices that have defined civic life within human societies. Civic engagement is impossible unless students acquire the skills, knowledge and perspectives that will allow them to understand political life. These seminars will also examine the nature of society and “the State” as well as the concepts of freedom, equality, justice and power from a historical, American and cross-cultural perspective.

Specific Goals and Outcomes

Goals

1. *Demonstrate an informed understanding of the principles, values and institutions that have defined American democracy and civic life.*
2. *Demonstrate an informed understanding of civic life and concepts of justice from a historical and contemporary perspective from a global and cross-cultural perspective.*
3. *Demonstrate an informed position on the concepts of freedom, equality, and justice.*
4. *Demonstrate an informed understanding of their responsibilities as citizens both in a national and in global context.*

Specific Learning Outcomes

Students will be able to:

100 level courses

- a. Identify and define the concepts of freedom, equality, justice and civic life in the context of the American experience and from a cross-cultural and historical perspective.
- b. Identify and define the utility, virtues, responsibilities and values of justice.
- c. Classify, categorize and summarize the structure and function of government in both democratic and non-democratic societies.
- d. Classify, categorize and summarize the forms of civic life, political institutions and concepts of justice from the origins of human societies to the present.

200 level courses

- a. Compare and contrast the concept of freedom, justice and equality in the United States with those of other cultures and societies.
- b. Examine and evaluate the challenges of equality and inequality, freedom and oppression, and justice and discrimination from a historical, American and global context.
- c. Assess through critical reflection their own values and responsibilities in terms of civic engagement and citizenship.

300/400 level courses

- a. Analyze and evaluate from a critical perspective specific forces that shape civic life.
- b. Articulate and support with well-reasoned arguments their own concept of justice and how it relates to their field of study/profession and to their understanding of their roles as citizens.
- c. Critically analyze and understand how issues of justice and civic life impact contemporary domestic and international affairs.
- d. Demonstrate, articulate and practice the principles of civil discourse and respect for diverse cultures and perspectives.

Appendix II: The Dialogues of Innovation: January Term

To accentuate and foster the spirit of innovation that distinguishes the Lynn experience, the core curriculum, or the *Dialogues of Learning*, includes one additional requirement: ***Dialogues of Innovation***, a specially-designed educational component. In each of the four undergraduate years, students will successfully complete one course in January term that will focus on innovative ideas, topics, pedagogies and/or experiential learning experiences. During the January term, the university will also offer a *Symposium on Innovation* that will include theorists and practitioners who are actively involved with creating new ideas, approaches and practices in their respective fields. These mini-terms will also provide opportunities for Lynn University faculty and staff to design innovative curricular and co-curricular learning experiences and collaborative programs.

Mission

The purpose of the January Term, or J-Term, is to provide intensive and innovative learning opportunities outside the traditional academic setting. The J-Term curriculum consists of a variety of interdisciplinary offerings, at various levels from introductory to advanced, and also includes opportunities for internships, practicum and other forms of experiential learning.

Throughout the four undergraduate years, students will successfully complete courses in J-Term that will focus on innovative ideas, topics, pedagogies and/or experiential learning experiences.

Specific Goals and Outcomes

Goals

1. *To provide a varied selection of J-Term (JT) offerings during the course of a student's academic career. J-Term will provide students with the opportunity to dedicate their time to one intensive course each January. Students may complete on or off campus J-Term experiences.*
2. *To offer a Symposium on Innovation which will include theorists and practitioners who are actively involved with creating new ideas, approaches and practices in their respective fields.*
3. *To provide faculty and staff with increased opportunities for educational creativity, collaborative work with students, interdisciplinary projects, scholarly and artistic activity and development, and the exploration of areas of expertise not reflected in their usual course offerings.*
4. *To demonstrate collaborative skills between faculty and staff to pursue educationally purposeful experiences.*
5. *To encourage students to test and apply knowledge in off-campus settings through internships, community service, applied research or career-related experiences.*
6. *To promote educationally valuable interactions among students, faculty, members of the administrative and professional staff, alumni and community leaders in their field.*
7. *To explore a new subject area and apply skills from previous course work.*

Student Learning Outcomes

1. Demonstrate ability to foster learning connections while participating in educationally valuable interactions.
2. Demonstrate an ability to apply and evaluate knowledge learned through internships, community service, service learning, applied research or career-related experiences.
3. Demonstrate new knowledge by exploring an area of interest and being able to apply skills from previous experiences.
4. Demonstrate a greater global understanding, civic engagement, leadership and social responsibility.
5. Demonstrate an understanding and acceptance of diversity within domestic and global cultures.
6. Demonstrate personal growth and development of self as a learner.

Appendix III: Goals and Student Learning Outcomes in Additional Knowledge Areas

Scientific Literacy

In order for students to be prepared for the 21st century, it is critical that they develop the skills and knowledge to understand and interpret scientific information and the impact of science on their lives, the environment and society.

Specific Goals and Outcomes

Goals

1. *Demonstrate knowledge of the scientific method, its utility and its application.*
2. *Demonstrate the ability to evaluate the use of the scientific theories and data in multiple disciplines and to make informed judgments regarding the personal, social and ethical issues arising from the scientific community.*
3. *Demonstrate an understanding of the relationship between science and technology as well as the impact of technology on society.*
4. *Demonstrate an understanding of the relationship between living things and their biological and physical environments.*
5. *Demonstrate an understanding of the responsibilities of ethical stewardship of the natural and physical environment.*

Specific Learning Outcomes

Students will be able to:

100 level courses

- a. Describe and explain the scientific method as a process of induction/deduction and distinguishing fact from fiction.
- b. Describe and comprehend the differences between science and technology.
- c. Describe and understand the nature of the physical environment.
- d. Identify and understand the historical development of science and understand the major discoveries and periods in the history of science.
- e. Recognize and assess the major issues in the relationship between science and ethics.
- f. Identify and understand the tools and measurement utilized in the construction of scientific data.

200 level courses

- a. Apply the scientific method to solve problems, form hypotheses and design tests.
- b. Understand and evaluate the application of technology in science.
- c. Understand and explain life processes in relationship to the natural world.
- d. Identify and define the major scientific theories and laws.
- e. Understand the impact of ethical issues in science.
- f. Understand and apply methods of data collection.

300/400 level courses

- a. Identify, collect and analyze scientific data.
- b. Critically analyze and evaluate the interrelationships between science and technology.
- c. Assess, evaluate and articulate the application of the scientific methods to specific problem, topic or field of study.
- d. Evaluate the role of science in addressing contemporary issues regarding the environment, medicine, health or another appropriate topic of field.

American Studies

Informed and engaged citizenship requires that student understand the history and development of American society. From a historical and interdisciplinary perspective, *Dialogues* that focus on the American experience will enrich students understanding of the past, present and future of American institutions and values and the role of the nation in world affairs.

Specific Goals and Outcomes

Goals

1. *Demonstrate an understanding of the major periods in American history and the challenges of creating a democratic society.*
2. *Demonstrate an understanding of the development of a distinctive American culture and the central values and institutions that define American society.*
3. *Demonstrate an understanding of the history and development of America's role in international affairs.*
4. *Demonstrate an understanding of the role and responsibilities of citizenship and be able to articulate a personal philosophy of civic engagement.*

Specific Learning Outcomes

Students will be able to:

100/200 level courses

- a. Identify and define the major eras, events, and developments in the American historical experience.
- b. Identify, examine and discuss the key documents and primary sources relating to the American political system, American culture, and American social history.
- c. Examine and compare the major events and the development of the American experiment in democracy including the dynamics of race, class, and gender.

300/400 level courses;

- a. Critically analyze and evaluate the democratic nature of American politics, culture, values, and institutions.
- b. Evaluate the interrelationships between domestic and foreign affairs in the past and present;
- c. Explain and assess the impact of economic, political, social, cultural or other forces on the American experience.
- d. Understand and articulate well reasoned positions regarding major issues in contemporary American society.
- e. Discern and express their own values as citizens and/or in relationship to what citizenship means in a democratic society.

Global Studies

Diversity and global education, as part of Lynn University's *Dialogues of Learning* and across the curriculum, are grounded in an integrative learning approach encompassing experiential, informal and formal learning environments focusing on local, regional and global societies and their dynamics. Diversity is broadly understood to include social, cultural, physiological, economic as well as political and ideological aspects. Global education simultaneously recognizes the interconnectedness of an integrating world and the inherent value of the distinctive identity of any culture, country or locale. Therefore, the diversity and global education component of general education includes both substantive content and processes of inquiry. This component furnishes varied educational opportunities for all students to gather knowledge about cultures, histories, languages, politics, societies and economies relevant for themselves and others.

Specific Goals and Outcomes

Goals

1. *Demonstrate understanding of the interrelated nature of local, regional and global dynamics in the context of variable economic, political, cultural and/or social norms.*
2. *Demonstrate knowledge of and appreciation for the diversity of individuals, peoples and cultures.*
3. *Demonstrate intercultural communication skills including an appreciation for the mutually interdependent relationships between language and cultural, social, political and/or economic dynamics.*
4. *Demonstrate an understanding of their roles as citizens in a global context.*
5. *Demonstrate an ability to engage in reasoned, civil discourse within a diverse environment.*

Specific Learning Outcomes

Students will be able to:

100/200 level courses

- a. Identify, classify and explain the historical development of different civilizations, cultures and nations.
- b. Identify and classify the interrelatedness of local, regional and global processes.
- c. Identify and compare different approaches to contemporary global issues.
- d. Compare and contrast the ethical and moral questions involved in understanding and respecting diverse cultural identities.

300/400 level courses

- a. Analyze texts and practices that shape life in the global village through critical evaluation and comparative analyses.
- b. Analyze and evaluate the impact of technology or other major forces in a global context.
- c. Compare and contrast core concepts and/or theories concerning global dynamics.
- d. Articulate their own understanding of their responsibilities as citizens in a global context.
- e. Evaluate an ethical issue as it applies to a specific topic related to global affairs and within their field of study or anticipated profession.

Appendix IV: Goals and Student Learning Outcomes for Core Skills and Proficiencies

Critical Thinking and Reasoning

The ability to think analytically, to evaluate claims and evidence, and to develop cogent, reasoned, and substantiated arguments and positions is the foundation of all learning.

Specific Goals and Outcomes

Goals

1. *Demonstrate the ability to evaluate the quality and relevance of evidence.*
2. *Demonstrate the ability to create and recognize reasoned arguments and perspectives.*
3. *Demonstrate the ability to effectively use both qualitative and quantitative evidence to construct reasoned arguments.*
4. *Demonstrate the ability to utilize accepted standards of analysis and reflection in both the presentation of ideas and in response to ideas and arguments from other individuals and sources of information.*

Specific Learning Outcomes

Students will be able to:

100/200 level courses

- a. Identify and summarize a topic/problem/question or issue.
- b. Identify and evaluate evidence for relevance and quality.
- c. Compare and contrast assumptions, arguments, evidence and positions.
- d. Clearly distinguish between fact, opinion, and acknowledge value judgments.
- e. Identify one's own position, perspective or position drawing on evidence rather than simply presenting a relativist position.

300/400 level courses

- a. Analyze and synthesize data and information and formulate cogent and well reasoned arguments.
- b. Analyze and evaluate the logic and reason of arguments.
- c. Analyze an issue with a clear sense of scope and context, including assessment of the audience of the analysis.
- d. Synthesize information from multiple sources and formulate connections between different disciplines and perspectives.
- e. Identify, create and evaluate conclusions, implications and consequences.
- f. Integrate multiple perspectives drawing upon multiple sources of information and data;
- g. Create and compose original positions, arguments, and positions.

Quantitative Literacy

Specific Goals and Outcomes

Goals

1. *Demonstrate the ability to use and apply quantitative data.*
2. *Demonstrate the ability to analyze problems and evaluate information using the mathematical theories and methods.*
3. *Demonstrate the ability to explain and evaluate real-world issues, problems, and information with logic, reason and accuracy from a quantitative perspective.*

Specific Learning Outcomes

Students will be able to:
100 level courses

- a. *Elementary Math and Algebra Content Area:* Students will demonstrate basic competency in fundamental arithmetic and algebra, emphasizing direct applications including, but not limited to, the social and natural sciences as well as business and personal finance.
- b. *Mathematical Logic and Problem Solving Content Area:* Students will derive critical thinking abilities through the study of mathematical logic and problem solving, emphasizing direct applications to political science as well as additional relevant disciplines.
- c. *Applied Number Theory Content Area:* Students will be able to use and apply numbers they will encounter in “everyday life” such as fractions, percentages, decimals, ratios, proportions, scientific notation, exponents, index numbers, as well as time value of money concepts in the context of managing personal finances.
- d. *Applied Mathematical Modeling Content Area:* Students will acquire mathematical modeling skills and abilities, emphasizing linear modeling in the context of natural and social sciences;
- e. Students will demonstrate increased confidence and ability in utilizing quantitative reasoning to enhance their decision making.
- f. Students will demonstrate the ability to apply quantitative reasoning to new and unique problems and issues they will encounter in “everyday life.”

200 level courses

- a. Understand and apply the concepts of probability and statistics to specific issues, topics and/or real world problems.
- b. Understand and apply the concepts of exponential modeling.

300/400 level courses

- a. Use quantitative reasoning to analyze and formulate arguments in a specific discipline, field or area of study.
- b. Evaluate information, draw conclusions and construct logical arguments based upon quantitative data.
- c. Evaluate and critique research with quantitative information.

Written Communication

Specific Goals and Outcomes

Goals

1. *Demonstrate skills in integrating critical thinking with the written expression of ideas and arguments.*
2. *Demonstrate knowledge of rhetorical situations and conventions.*
3. *Demonstrate the ability to write with logic and clarity and in a well-reasoned and effective manner consistent with academic and professional standards.*

Specific Learning Outcomes

Students will be able to:

100 level courses

- a. Demonstrate an understanding that it usually takes multiple drafts to create and complete a successful text.
- b. Develop flexible strategies for generating, revising, editing and proof-reading.
- c. Identify, in writing: issues, concepts ideas and arguments under consideration (stasis).
- d. Compose an essay that integrates an identification of the issue at hand, integrates multiple perspectives of the issue and accomplishes this in a coherent and logically organized fashion (arrangement).
- e. Apply appropriate means of documenting their work.
- f. Demonstrate basic grammatical proficiency: complete sentences, appropriate and accurate use of punctuation, paragraph formation, verb agreement and organizing principles (style).
- g. Demonstrate an understanding of audience awareness.

200 level courses

- a. Identify the issue under consideration (stasis).
- b. Summarize arguments, concepts and points of view without error (summary).
- c. Critically analyze the arguments, concepts and points of view that have been identified and summarized (analysis, critical thinking).
- d. Identify the appropriate audience and compose according to such conventions and other expectations as principles of organization and style of delivery for specific audiences (audience awareness; arrangement; delivery).
- e. Independently organize and write a grammatically competent composition (style; delivery).

300 level courses (before being granted senior status)

- a. Develop a field-specific composition that demonstrates use of and understanding of the standards, conventions and other expectations for written communication within the major.

400 level courses

- a. Demonstrate in written form the ability to synthesize various and competing concepts, ideas, arguments and points of view from a range of text/media (synthesis; analysis).
- b. Construct in a written format a relevant and well-reasoned position, argument or point of view apropos to a given topic/subject (application; critical thinking).
- c. Apply and prove their position or philosophy to a real world scenario or debate and engage interlocutors of the scenario/debate in an *affective* way (participation, application, critical thinking; delivery).
- d. Take part in an explanation of the evolution (or process of reasoning) of one's stated position, argument or point of view (reflection; critical thinking; analysis).

Oral Communication

Specific Goals and Outcomes

Goals

1. *Demonstrate the ability to speak effectively in both formal and informal public settings with clarity and effectiveness.*
2. *Demonstrate the ability to integrate technology and other modalities with oral presentations.*
3. *Demonstrate the ability to communicate effectively utilizing multiple forms of expression and employing audience appropriate topics and presentational formats and rhetorical styles consistent with academic and professional standards.*

Specific Learning Outcomes

Students will be able to:

100/200 level courses

- a. Identify and classify the various purposes of discourse, broadly defined as informative, persuasive and commemorative.
- b. Construct speech that is appropriate to a topic and audience.
- c. Use appropriate verbal and nonverbal communication delivery techniques.
- d. Utilize appropriate organizational structures for developing arguments and presenting evidence throughout the speech.
- e. Recognize, use and evaluate information and forms of speech in accordance with standards of cultural sensitivity and appropriateness.

300/400 level courses

- a. Present oral arguments and positions with clarity, reason and documentation appropriate to the audience and format.
- b. Adapt oral presentations to diverse audiences and mediums.
- c. Frame and present original arguments in a manner consistent with professional and/or academic standards in a specific discipline.

Information Literacy

Specific Goals and Outcomes

Goals

1. *Students will recognize their need for information to understand a subject.*
2. *Students will know how to locate information needed.*
3. *Students will be able to access information quickly.*
4. *Students will be able to evaluate the reliability and relevancy of the information found.*
5. *Students will use the information gathered in an effective manner.*
6. *Students will use the information gathered in an ethical manner.*

Specific Learning Outcomes

Students will be able to:

100 level courses

- a. Explore general information sources to increase familiarity with the topic.
- b. Modify the information needed to achieve a manageable focus.

- c. Know the types of information sources that are available in the library.
- d. Identify the value and differences of potential information sources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, books).
- e. Recognize that the library staff is available to assist students with their research.
- f. Investigate the scope, content and organization of information sources.
- g. Identify keywords and related terms for the information needed.
- h. Evaluate reliability, validity, accuracy, authority, timeliness and point of view or bias of various sources.
- i. Draw well-substantiated conclusions from the information gathered.
- j. Understand what constitutes plagiarism and how to avoid it.

200 level courses

- a. Identify the purpose and audience of potential information sources (e.g., popular vs. scholarly, current vs. historical).
- b. Differentiate between primary and secondary information sources, recognizing how their use and importance vary with each discipline.
- c. Determine the availability of needed information.
- d. Differentiate between the types of sources cited and understands the elements of citation;
- e. Record all pertinent citation information for future reference.
- f. Recognize prejudice, deception or manipulation.
- g. Create a cohesive and coherent written document or oral presentation.
- h. Select an appropriate documentation style and use it consistently to cite sources.

300 level courses

- a. Know and use relevant subject- and discipline-related terminology in the information research process.
- b. Make decisions on broadening the information-seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound).
- c. Create a realistic overall plan and timeline to acquire the needed information;
- d. Create a research plan.
- e. Construct a search strategy appropriate for the information source;
- f. Implement the search strategy.
- g. Create a system for organizing the information gathered.
- h. Understand the context within which the information was created and the impact of context on interpreting the information.
- i. Integrate new information with previous information or knowledge.

400 level courses

- a. Understand the special characteristics of literature in a particular discipline or field of study;
- b. Articulate focused research questions.
- c. Know and use the most important and/or influential information sources in their discipline.
- d. Assess the quantity, quality and relevance of the search results to determine whether alternative information sources should be utilized.
- e. Identify appropriate sources to answer the question and develop effective search strategies that may be unique to each source.
- f. Modify search strategies to ensure that the information is sufficient to address the issue at the appropriate level.
- g. Analyze the structure and logic of supporting arguments or methods used by the author;
- h. Recognize interrelationships among concepts and combines them into theses statements with supporting evidence.
- i. Demonstrate an understanding of intellectual property, copyright and fair use of copyrighted material.

Technological Literacy

Specific Goals and Outcomes

Goals

1. *Demonstrate skills by applying fundamental computer skills and utilizing core office and business applications.*
2. *Demonstrate skills in integrating digital communication and collaborative technological tools.*
3. *Demonstrate the ability to identify and use new media as well as effectively participate in digital learning environments.*

Specific Learning Outcomes

Students will be able to:

100 level courses

- a. Demonstrate basic software operational skills that it usually takes to function within an operating system and web browser.
- b. Identify basic copyright and property laws as they apply to electronic materials.
- c. Utilize a word processor and spreadsheet employing basic skills of formatting, editing and embedding hyperlinks.
- d. Send and receive e-mails, locate and sort e-mails, and open and save e-mail attachments.
- e. Use presentation software packages and participate in social networking environments via a learning management system or from independent sources; i.e. blogs, wikis and podcasts.
- f. Locate and view digital images and videos for inclusion in projects or for oral evaluative/presentation purposes.

200 level courses

- a. Identify/create different file structures and storage media types.
- b. Evaluate and assess the authorship and authenticity of Web sites.
- c. Demonstrate how to effectively use word processors for advanced formatting, such as heading styles, content pages, footnotes and publication formats (APA, MLA).
- d. Demonstrate and use spreadsheet design for quantitative reasoning and database usage.
- e. Identify and effectively use the different styles of digital communications tools available.
- f. Integrate various types of multimedia into presentations.
- g. Consolidate the various forms of social networking tools and communication tools to one or two main systems (del.icio.us, flicker, diigo, digg, reddit, news vine).

300 level courses

- a. Develop a discipline specific task which will demonstrate proficiencies and transform skills by applying a conglomerate of concepts including advance search techniques, information security, hosting social networking sites, social tagging and proper utilization of digital communication tools and media.

400 level courses

- a. Demonstrate capacity to protect their own digital materials and privacy in the digital world while also becoming responsible digital citizens.
- b. Decipher and evaluate proper applications for spreadsheets and databases.
- c. Partake in a remote online presentation utilizing digital communication and collaboration tools.
- d. Participate effectively and successfully in an online learning environment by independently manipulating online tools to complete learning tasks in a timely manner.
- e. Utilize new media tools for collaboration and learning, while knowing how to evaluate and effectively incorporate emerging technologies for effective learning and presentations.

Appendix V: Common Readings for Foundational Dialogues

Guidelines for Structure and Coherency of Readings in the Foundational Dialogues

To ensure curricular coherency and to provide a common intellectual experience for all students, the Foundational Dialogues will all include a common set of readings that will constitute at least 50 percent of the course content.

1. *Readings must be tied to Level 1 or Level 2 (as appropriate) outcomes for the specific dialogue.*
2. *Readings must contain a cross section of both Global and American works.*
3. *All readings must be chronological. For example: Global readings should progress from Ancient, to Medieval, Renaissance, Napoleonic, Victorian, through Modern/Post Modern; American readings should progress from Colonial, to Federal, Jacksonian, Civil War, Progressive through Modern/Post Modern.*

COMMON READING LISTS FOR THE FOUNDATIONAL DIALOGUES SEMINARS: 2008-09

DIALOGUES OF SELF AND SOCIETY – LEVEL ONE

Common Texts

1. Beverly Tatum – *Why Are All the Black Kids Sitting Together in the Cafeteria?* – Basic Books (2003)
2. Lynn University, *Dialogues of Self and Society Reader*

Ancient World

Plato – *The Allegory of the Cave* – translated by Benjamin Jowett, in “A World of Ideas” (p. 443-455), Bedford/St. Martin’s (2006)

Horace – *from Odes, Book II* – translated by James Michie – in “The Wadsworth Anthology of Poetry,” Thomson and Wadsworth (p. 380-381)

Aristotle – *from Poetics* (“The Idea of Tragedy”)

Kennedy & Gioia, *An Introduction to Fiction, Poetry, Drama and Writing* (10th edition) p. 1282-3

Middle Ages

Anonymous – *Everyman* – in “The Norton Anthology of English Literature,” W. W. Norton and Company (2006), (p. 463-484)

Anonymous – *The Wanderer* – in “The Norton Anthology of English Literature,” W. W. Norton and Company (2006), (p. 112-113)

Thomas Malory – *from Morte Darthur* – in “The Norton Anthology of English Literature,” W. W. Norton and Company (2006), (p. 439-456)

Renaissance

Shakespeare – *from Hamlet* – in “Literature: An Introduction to Fiction, Poetry, Drama, and Writing,” Pearson and Longman (Act 3, Scene I, line 57-91)

Castiglione – from *The Courtier* – in “*The Norton Anthology of English Literature*,” W. W. Norton and Company (2006), (from Book 1, p. 646-647)

Cervantes – *Don Quixote* – translated by Edith Grossman, Harper Collins Publishers (2003), (Part I, Chap. I and II, p. 19-29)

Sir Walter Raleigh – *What is Our Life?* – in “*The Norton Anthology of English Literature*,” W. W. Norton and Company (2006), (p. 918)

Scientific

John Locke – *An Essay Concerning Human Understanding* – Dover Publications (1959), Book II Chapter XXVII (p. 448-470)

Enlightenment

Rousseau – *From Confessions, Part I, Book I* – in “*The Norton Anthology of World Masterpieces*,” W. W. Norton Company (1999), (p. 429-437)

William Blake – *A Poison Tree* – in “*The Wadsworth Anthology of Poetry*,” Thomson and Wadsworth (p. 624-625)

19th Century

Ralph Waldo Emerson – *Self Reliance* – in “*The Selected Writings of Ralph Emerson*,” Signet Classic (1965), (p. 257-280)

Whitman – *from Song of Myself* – edited by Jay Parini, in “*The Wadsworth Anthology of Poetry*” (2006), (p. 84-92)

Fredrick Douglass – *How I Learned to Read and Write* – in “*Literature Across Cultures*,” Pearson/Longman (2008), (p. 623-626)

Freud – *The Oedipus Complex* – from “*Interpretation of Dreams*,” translated by James Strachey, in “*A World of Ideas*,” Bedford/St. Martin’s (2006), (p. 469-480)

Emily Dickinson – *I’m Nobody. Who Are You?* – in “*Literature: An Introduction to Fiction, Poetry, Drama, and Writing*,” Pearson/Longman (2007), (p. 1016)

Ibsen – *A Doll’s House* – in “*Literature: An Introduction to Fiction, Poetry, Drama, and Writing*,” Pearson/Longman (2007), (p.1677-1735)

20th Century

Hannah Arendt – *Total Domination* - in “*A World of Ideas*,” Bedford/St. Martin’s (2006), (p. 85-97)

Langston Hughes – *Harlem* – in “*Literature: An Introduction to Fiction, Poetry, Drama, and Writing*,” Pearson/Longman (2007)

Robert Frost – *The Road Not Taken* – in “*Literature: An Introduction to Fiction, Poetry, Drama, and Writing*,” Pearson/Longman (2007)

Pablo Neruda – *Muchos Somos (We Are Many)* – in “*Literature: An Introduction to Fiction, Poetry, Drama, and Writing*,” Pearson/Longman (2007), (p. 971-972)

Nelson Mandela – *The Struggle is My Life* – Pathfinder Press (1986), *Autobiographical Note* (p. 235-236) and *Press Statement* (p.119-121)

Carol Gilligan – *Woman’s Place in Man’s Life Cycle* – in “*A World of Ideas*,” Bedford/St. Martin’s (2006), (p. 797-817)

Chinua Achebe – *Vengeful Creditor* – in “*eFictions*,” Heinle and Heinle (2003), (p. 27-38)

John Hewitt – *Self and Society* – Allyn and Bacon/Pearson (2007), Chapter 3 (p. 79-140)

Seeing Ourselves – Mead – “The Self”

Erving Goffman - *The Presentation of Self* – edited by Ann Branaman, in “*Self and Society*,” Blackwell Publishing (2001), Chapter 12 (p. 175-182)

21st Century

Leonard Kriegel – *Taking It* – in “*Reconstructing Gender: A Multicultural Anthology*,” McGraw-Hill (2003), (p. 196-198)

Linnea Due – *Growing Up Hidden* – in “*Reconstructing Gender: A Multicultural Anthology*,” McGraw-Hill (2003).

DIALOGUES OF JUSTICE AND CIVIC LIFE – LEVEL ONE

Common Texts

1. Timothy B. Tyson – *Blood Done Sign My Name* – Three Rivers Press (2004)
2. The Great Books Foundation, *The Will of the People; Readings in American Democracy*, (2001)
3. Lynn University, *Dialogues of Justice and Civic Life Reader*

Ancient World

Lao Tzu – *The Tao Te Ching* – translated by Stephen Mitchell, in “A World of Ideas” (p. 19-31), Bedford/St. Martin’s (2006)

The Code of Hammurabi – translated by L. W. King, online source from Ancient History Sourcebook (obtained from <http://www.fordham.edu/halsall/ancient/hamcode.html>)

Cicero – *The Defense of Injustice* – from “On Government,” translated by Michael Grant, in “A World of Ideas” (p. 119-129), Bedford/St. Martin’s (2006)

Aristotle – *Politics* – from “The Complete Works of Aristotle,” edited by Jonathan Barnes, in “The Civically Engaged Reader” (p. 7-10), The Great Books Foundation (2006)

Middle Ages

Marco Polo – *The Travels of Marco Polo* – Barnes & Noble, Inc. (2005), (Book II Chapter 1-10, p. 125-155)

Ralph V. Turner – *Magna Carta Through the Ages* – Pearson/Longman (2003), (Chapter 3 & Appendix p. 226-228)

Reformation

Philip Mornay – *A Defense of Liberty Against Tyrants*, in “The Protestant Reformation” edited by Hans J. Hillerbrand, Walker and Company (1968), Chapter 18 (p. 222-239)

Renaissance

Niccolò Machiavelli – *Discourses on Livy* – translated by Ninian Hill Thomas, Barnes & Noble Books (2005), (p. 5-29)

Enlightenment

Rousseau – *The Origin of Civil Society* (1762) – from “Social Contract: Essays by Locke, Hume, and Rousseau,” translated by Gerald Hopkins, in “A World of Ideas” (p. 53-72), Bedford/St. Martin’s (2006)

Declaration of Independence (1776) – in “The Will of the People: Readings in American Democracy,” The Great Books Foundation (2001), (p. 1-3)

Constitution of the United States of America (1787-1788) – in “The Will of the People: Readings in American Democracy,” The Great Books Foundation (2001), (p. 20-33)

19th Century

- Alexis de Tocqueville – *Democracy in America* (1835) – edited J.P. Mayer and Max Lerner, translated by George Lawrence, in “*The Civically Engaged Reader*” (p. 54-57), *The Great Books Foundation* (2006)
- Henry David Thoreau – *Civil Disobedience* (1849) – in “*A World of Ideas*” (p. 133-158), *Bedford/St. Martin’s* (2006)
- Sojourner Truth – *Ain’t I a Woman* (1851) – online source from *Modern History Sourcebook* (obtained from <http://www.fordham.edu/halsall/mod/sojtruth-woman.html>)
- Abraham Lincoln – *Emancipation Proclamation* (1863) – in “*The Will of the People: Readings in American Democracy*,” *The Great Books Foundation* (2001), (p. 46-47)
- Abraham Lincoln – *Gettysburg Address* (1863) – in “*The Will of the People: Readings in American Democracy*,” *The Great Books Foundation* (2001), (p. 48-49)
- Abraham Lincoln – *Second Inaugural Address* (1865) – in “*The Will of the People: Readings in American Democracy*,” *The Great Books Foundation* (2001), (p. 50-51)
- Plessy v. Ferguson* (1896) – *Supreme Court decision and commentary* (obtained from <http://caselaw.findlaw.com>)
- Thomas Zimmerman – *Plessy v. Ferguson, commentary* – online source (obtained from <http://www.bgsu.edu/departments/acs/1890s/plessy/plessy.html>)
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