

**Habits of Mind "Arc": Composition 1 and Seminar**

	<b>Composition 1 Fall Frosh</b>	<b>Seminar 1 Spring Frosh</b>	<b>Seminar 2 Fall Soph</b>	<b>Seminar 3 Junior</b>	<b>Seminar 4 Senior</b>
<b>Written and Oral Communication</b>					
1. Recognize and compose readable prose, as characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ the conventions of Standard Written English and appropriate diction;	advancing	maintaining Comp 1 standards	maintaining Comp 2 standards	maintaining Comp 2 standards	maintaining Comp 2 standards
2. Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context and format;	advancing (written)	advancing (oral); maintaining Comp 1 standards (written)	advancing (oral); maintaining Comp 2 standards (written)	advancing (oral); maintaining Comp 2 standards (written)	advancing (oral); maintaining Comp 2 standards (written)
3. Analyze arguments so as to construct ones that are well supported, are well reasoned, and are controlled by a thesis or exploratory question;	advancing	advancing	advancing	advancing	advancing
4. Use the process of writing to enhance intellectual discovery and unravel complexities of thought.	advancing	advancing	advancing	advancing	advancing
<b>Shared Inquiry</b>					
1. Advance probing questions about a common text or other object of study;	introducing	advancing	advancing	advancing	advancing
2. Collaborate in sustained lines of inquiry;	introducing	advancing	advancing	advancing	advancing
3. Reexamine judgments in light of evidence and collaborative discussion;	introducing	advancing	advancing	advancing	advancing
4. Engage in inclusive, respectful conversation with others.	introducing	advancing	advancing	advancing	advancing
<b>Critical Thinking</b>					
1. Identify and understand assumptions and theses that exist in the work of others;	introducing	advancing	advancing	advancing	advancing
2. Ask meaningful questions, originate plausible theses, and identify their own underlying assumptions;	introducing	advancing	advancing	advancing	advancing
3. Seek and identify confirming and opposing evidence relevant to original and existing theses;	introducing	advancing	advancing	advancing	advancing
4. Evaluate and synthesize evidence for the purpose of drawing valid conclusions.	introducing	advancing	advancing	advancing	advancing

**Key:**

introduced: some or all of outcomes introduced, but not as primary focus of course; no assessment of these outcomes  
 maintaining: some or all of outcomes practiced using expectations and rubrics of previous "advancing" course; assessment may be included  
 advancing: outcomes are primary goal of the course; assumes and builds upon previous courses in the sequence; assessment included  
 highlighted in yellow: core-level assessment data will likely be gathered