• **Critical thinking.** With increasing proficiency, students will comprehend challenging texts and analyze them thoughtfully as shown:
  1. In their ability to discuss the text, showing an understanding of the writer's thesis, style and structure.
  2. In their own writing, where they must demonstrate an ability to:
     a. Seek and identify confirming and opposing evidence relevant to original and existing theses.
     b. Ask meaningful questions, originate plausible theses, and identify their own underlying assumptions.
     c. Identify and understand assumptions and theses that exist in the work of others.

• **Written communication.** With increasing proficiency, students will:
  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.
  2. Recognize and formulate effective written communication, giving appropriate consideration to audience and context.
  3. Analyze arguments so as to construct ones that are well supported, well reasoned, and controlled by a thesis or exploratory question.
4. Use the processes of writing to enhance intellectual discovery and unravel complexities of thought.

- **Information evaluation and research practices.** With increasing proficiency, students will:
  1. Develop search strategies and use library catalogs and databases to find relevant material.
  2. Critically evaluate sources.
  3. Evaluate and synthesize evidence for the purpose of drawing valid conclusions.
  4. Understand the concept of intellectual property and practice academic honesty, as evidenced by integrating and citing evidence appropriately.