



Hamilton

FACULTY ORIENTATION TO HAMILTON'S CURRICULUM

Rev: 5/12/17

HAMILTON COLLEGE

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1. College's Mission

Hamilton College prepares students for lives of meaning, purpose, and active citizenship. Guided by the motto "Know Thyself," the College emphasizes intellectual growth, flexibility, and collaboration in a residential academic community. Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively. One of America's first liberal arts colleges, Hamilton enables its students to effect positive change in the world.

2. College Purposes and Goals

Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world. To promote these qualities, the College challenges all of its students to work with their advisors to devise an educational program that fosters:

Intellectual Curiosity and Flexibility — examining facts, phenomena and issues in depth, and from a variety of perspectives, and having the courage to revise beliefs and outlooks in light of new evidence.

Analytic Discernment — analyzing information, patterns, connections, arguments, ideas, and views quantitatively and symbolically.

Aesthetic Discernment — evaluating quality and value in a variety of artistic and other intellectual domains.

Disciplinary Practice — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft

Creativity — imagining and developing original ideas, approaches, works and interpretations, and solving problems resourcefully

Communication and Expression — expressing oneself with clarity and eloquence, in both traditional and contemporary media, through writing and speaking, and through visual, aural, gestural and other modalities

Understanding of Cultural Diversity — critically engaging with multiple cultural traditions and perspectives, and with interpersonal situations that enhance understanding of different identities and foster the ability to work and live productively and harmoniously with others

Ethical, Informed and Engaged Citizenship — developing an awareness of the challenges and responsibilities of local, national and global citizenship, and the ability to meet such challenges and fulfill such responsibilities by exercising sound and informed judgment in accordance with just principles

In pursuing these goals, students should progress meaningfully along a path toward fulfilling their potential for being thoughtful, responsible and purposeful individuals with the capacity to make a positive difference in the world.

3. A Liberal Arts Education at Hamilton College

3.1. Foundations

The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers. To achieve these aims, the College requires students to complete the Writing and Quantitative and Symbolic Reasoning programs.

The Writing Program: Students must pass at least three writing-intensive courses. Section 4 of this Guidebook presents guidelines for Writing Intensive courses. Appendix 1 presents writing objectives for First-Year Courses (FYCs).

The Quantitative and Symbolic Reasoning Program: Every student must pass at least one quantitative and symbolic reasoning course. This requirement should be completed by the end of the second year. Section 6 of this Guidebook presents guidelines for Quantitative and Symbolic Reasoning courses.

In addition, the College encourages students to participate in the First-Year Course and Proseminar programs.

The First-Year Course Program: First-Year Courses are a special set of small courses or sections of courses open only to first-year students. These courses are designed to address students' academic transition to college and to provide an introduction to a liberal arts education. They also offer an opportunity for close interaction and the development of strong relationships among first-year students and instructors. Each First-Year Course will be a Writing Intensive (WI), Quantitative and Symbolic Reasoning (QSR) or Speaking Intensive (SI) course. Sections 7 and 8 of this Guidebook provides information on writing, speaking, and information & digital literacy objectives for first-year students as well as a description of the FYC program. More information on the FYC program is available [here](#).

The Proseminar Program: Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available on Hamilton's website under Catalogue.

3.2. Breadth in the Liberal Arts

As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

3.3. Concentration

Each student must meet the requirements for a concentration, including a requirement that will help students gain an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities. More details are available at www.hamilton.edu/curriculum.

3.4. Senior Program

All students are required to complete the Senior Program in their concentrations as a means of demonstrating an appropriate level of mastery of the content and methods of a discipline. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural and/or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and aural components.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice and dialogue about choice of courses as the student strives to meet these goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, our mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings, as we prepare them to make choices and accept the responsibilities of citizenship in a democratic world of intellect and diversity.

4. Standards for Written Work and Guidelines for Writing Intensive Courses

(Approved by faculty: 5/2012)

Standards for Written Work: (from catalogue under Academic Regulations)

The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs.

Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive and is also indicated in the course number (e.g., COLL235W).

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. This requirement should be completed by the end of the junior year.

Writing-intensive courses in mathematics or courses in which assignments are written in a language other than English may count for no more than one of the three required courses. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study. At least one course must be outside the student's area of concentration.

The College offers peer-tutoring in writing at the [Nesbitt-Johnston Writing Center](#). Many courses require first-draft writing conferences, and writing conferences are also available on request. Many students take advantage of peer review of their drafts.

The [English for Speakers of Other Languages \(ESOL\) Center](#) is another option for students who are non-native English speakers or for those seeking to improve their English language skills.

Students who experience difficulties with the writing components of a particular course are encouraged to seek such assistance and to consult with their instructors and advisors. They may also consult the director of the Writing Center or the ESOL center about other services available.

CAP guidelines for WI courses

Hamilton College recognizes that the ability to write clearly and effectively is a core goal of a liberal arts education. Learning to write well is an on-going process that helps bind together our students' multi-disciplinary experience within the College's open curriculum. As a community of writers and writing teachers, Hamilton College faculty members know that good writers are persistent rewriters, and our efforts must engage student writers in a process of continual growth and maturation. The Writing Intensive (WI) program is intended to assure that students engage in this process regularly and across the curriculum. The guiding principle of the WI program is that, in the context of learning disciplinary content, students will write often, receive feedback on composition, form, and content, and pursue substantive revision. Students and faculty should be engaged in a cycle of writing, feedback, and revision/rewriting throughout the semester.

In pursuit of this goal, the Faculty articulates the following Guidelines and Recommendations for WI courses.

Guidelines

1. Instructors will provide clear, extensive, and timely feedback on student writing. Feedback should include comments on structure, argument, grammar, and style as well as on content.
2. Students will have the opportunity to respond to feedback in a subsequent draft, paper, or other assignment.
3. Writing projects will be substantial and will be distributed across the semester.
4. Grades on written work will comprise a substantial part of the course grade.
5. Students will have the opportunity for individual or small-group writing conferences with the instructor.
6. Instructors will devote class time to discussing writing techniques and strategies specific to the level and content of the course.
7. Instructors will include on the syllabus a short statement describing how the course meets the above guidelines.

Courses are designated WI by application to the Committee on Academic Policy, including a rationale for such designation based on the Guidelines. If a department or program believes a course meets the spirit of the WI Program even though it does not meet all of the guidelines, the department or program may petition the CAP to designate the course as WI.

In order to aid the faculty in meeting these guidelines, WI courses will be capped at a maximum enrollment of twenty students.

Recommendations for Writing Intensive Courses (5/2012)

1. Require at least four separate writing assignments, or the equivalent, appropriate to course level and discipline.
2. Require students to hand in earlier papers or drafts to monitor their progress.
3. Require or strongly recommend at least one Writing Center appointment, especially in 100-level courses.
4. Ask students to summarize how they have responded to the critique of their work when submitting revisions.
5. Include, during in-class discussion of effective writing practices, general expectations for writing assignments; examples of weak and strong sentences, paragraphs, whole papers, and writing strategies; explanations of disciplinary conventions, and the nature of evidence and expected documentation style for the discipline.
6. Include some low-stakes or ungraded essays or other writing assignments in or out of class.
7. Include peer review of assignments.

5. Standards for Oral Communication and Guidelines for Speaking Intensive Courses

(Approved by Faculty 4/5/2016)

Standards for Oral Communication

The College expects effective use of public and academic discourse as defined and appraised by the faculty and the College community. Students may develop their oral communication skills through courses designated as Speaking-Intensive that are approved by the Committee on Academic Policy. These courses require students to participate in activities such as debate, discussion leadership, interviews, oral readings and other spoken word performances, as well as individual or group presentations. Students who experience difficulty in meeting the College's expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisors, the Oral Communication Center, and/or the associate dean of students (academic).

CAP Guidelines for SI Courses

1. Instructors will emphasize speaking and listening as an integral means of learning.
2. Instructors will provide explicit instruction in effective oral communication through assigned readings, lectures, class discussions, or other instructional features of the course. Oral communication instruction should introduce strategies that improve students' effectiveness as speakers and listeners.
3. Instructors will provide multiple opportunities for students to practice their oral communication skills in course assignments. Normally, at least one oral communication assignment should be an individual, stand-up presentation of substantial length (8-10 minutes).
4. Instructors will allow for other modes of oral communication assignments that best support the principal learning objectives and disciplinary practices of the course. Such assignments may include oral exams; reports on course readings or activities; reports of laboratory, field, or library research; proposals for research or other projects; reflections on course subject matter; debates or panel discussions of course-related issues; interviews; mock trials or legislative hearings; storytelling; critiques; and the like. A poster presentation may be used

- for an oral communication assignment *if* the student is required to prepare and orally present remarks and respond to questions in addition to creating a poster.
5. Instructors will distribute the oral communication assignments throughout the semester.
 6. Instructors will provide students with specific and timely feedback on the development of their speaking and listening skills, including but not limited to audience adaptation, organization, development, style, and delivery. The instructor's means of providing feedback to students may take a variety of forms, such as individual conferences, in-class discussion, and/or written evaluation.
 7. Evaluation of a student's performance should be based substantially, at least 30%, on the oral communication assignments.
 8. Instructors will include on the syllabus a short statement describing how the course meets the above guidelines.

Courses are designated SI by application to the Committee on Academic Policy. Applications must include a rationale for such designation based on the Guidelines and Recommendations. If a department or program believes that a course meets the spirit of the SI Program even though it does not meet all of the guidelines, the department or program may petition the CAP to designate the course as SI. In order to aid the Faculty in designing courses to meet these guidelines, SI courses will be capped to have a maximum enrollment of twenty (20) students per section.

6. Guidelines for Quantitative and Symbolic Reasoning Courses

(Approved by CAP 3/5/09)

Hamilton expects that every student demonstrate facility in quantitative and symbolic reasoning by completing one or more QSR courses. A QSR course includes material in at least one of the following three categories:

- 1. *Statistical Analysis.*** The use of statistical analysis to describe data and to make inferences.
- 2. *Mathematical Representation.*** The use of mathematical models such as those based on graphs, equations, and geometric objects to represent patterns, relationships, and forms.
- 3. *Logic and Symbolic Reasoning.*** The use of formal logic or symbolic reasoning such as in the following examples: the proper construction of a computer program or a formal proof; the analysis of language in linguistics; or the study of music theory.

In addition, a QSR course includes four or more graded assignments (tests, quizzes, problem sets, labs, oral presentations, exhibits) in at least one of the three categories described above. Completion of this work is necessary to receive a passing grade in the course, but need not be the only graded work in the course.

7. Recommended Objectives for First-year students in Writing, Speaking, and Information & Digital Literacy

<p><u>WRITING</u></p>	<p>Hamilton’s FYC writing objectives have been adapted from the Council of Writing Program Administrators 2014 outcomes statement for first-year composition courses. These objectives focus on skills in three areas:</p> <ul style="list-style-type: none"> ● Critical Thinking, Reading, and Writing ● Writing Processes ● Knowledge of Conventions <p>See Appendix 1 for a fuller description of these skills.</p>
<p><u>SPEAKING</u></p>	<p>Hamilton’s FYC speaking objectives have been adapted from the 2012 the Educational Policy Board of the National Communication Association’s standards for oral communication competencies for college students. Most relevant for Hamilton students are the basic communication skills for:</p> <ul style="list-style-type: none"> ● Identifying Appropriate Purposes and Topics ● Organizing Support ● Enhancing Messages with Delivery <p>See Appendix 2 for a fuller description of these skills.</p>
<p><u>INFORMATION & DIGITAL LITERACY</u></p>	<p>Information literacy is defined by the Association of College & Research Libraries as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” In addition, the International Society for Technology in Education Standards “...provide a framework for learning in-depth, digital age skills and attributes with learning that is amplified, even transformed, through technology.” First-Year Information and Digital Literacy outcomes focus on skills in the following areas:</p> <ul style="list-style-type: none"> ● Inquiry ● Evaluation ● Attribution ● Digital Citizenship <p>See Appendix 3 for a fuller description of these information and technology skills or visit http://www.ala.org/acrl/standards/ilframework and http://www.iste.org/standards/standards/for-students-2016</p>

8. FYC Program Description

(Motion approved 5/7/13)

First-Year Courses are a special set of small courses or sections of courses open only to first-year students. Each First-Year Course will be a Writing-Intensive (WI), Quantitative and Symbolic Reasoning (QSR), or Speaking Intensive (SI) course.

GOALS

- To provide an introduction to a liberal arts education
- To support students' transition to and immersion in college academic life
- To develop students' critical thinking skills by preparing them to read and communicate ideas at the collegiate level
- To engage students around an academic discipline or topic
- To encourage students' close interactions and develop strong relationships among faculty and students

The focus of the proposed program is on facilitating students' adjustment to new standards of work, including learning how to access the many resources that the College provides and encouraging students to seek out these resources and faculty assistance with learning. New college students may be hesitant to pursue these opportunities if they are viewed as remedial rather than as valuable learning resources that are integral to the curriculum and the success of all students.

- The courses may include first-year-only sections of courses also available to other students.
- The experimental program will run for a three-year pilot period beginning Fall 2014. In Spring 2017, CAP will report on the impact and effectiveness of the program with recommendations for its continuance.

Faculty members interested in participating in the FYC program should contact their department chair. The department chair requests the FYC designation from the CAP through the usual course request process.

A guidebook for the First-Year program is available in the Handbooks tab on the DOF website:

<https://my.hamilton.edu/dof/handbooks-and-forms/handbooks>

9. Hamilton's Off-Campus Programs

<https://my.hamilton.edu/academics/offcampusstudy>

Hamilton sponsors three international and four domestic off-campus study programs. Click the links below to learn more about Hamilton's programs.

International Programs

- [China](#)
- [France](#)
- [Spain](#)
- [India](#)

Domestic Programs

- [Adirondacks](#)
- [New York City](#)
- [Washington, D.C.](#)
- [New England Center for Children \(Boston\)](#)

10. Advising Mission & Expectations

(From Advising Website; statements approved by faculty Dec 2013 & Mar 2014)

Academic advising at Hamilton helps students make responsible, informed decisions about their intellectual development. Working with a faculty advisor, students craft an educational plan reflecting their particular interests and abilities, and the College's purposes and goals. The plan, which typically evolves over time, balances the freedom of an open curriculum and the breadth of a liberal arts education.

The Faculty Advisor-Student Relationship

The faculty advisor-student relationship sits at the center of a larger system of formal and informal advising resources on campus, a system that engages students in conversations that transcend mere course selection. Drawing on multiple sources of advice will enable students to make the most of their college experience through a well-thought-out exploration of various disciplines, selection and completion of a concentration, consideration of options for off-campus study, and preparation for life after Hamilton.

For the first two years, until students declare a concentration, faculty advisors help them adjust to the intellectual demands of the College. Once students declare a concentration, they will be advised by a professor in that department or program. Advisors vary in their approaches to advising, but all are eager to see students succeed and to help them toward that success. Although advisors are ready to assist, students must assume major responsibility for their own education when they matriculate at Hamilton. Students must take the initiative to seek out advice, and take responsibility for their educational plans.

Advising at Hamilton: Expectations & Responsibilities

Advising at Hamilton is designed to help students make responsible, informed decisions about the course of their intellectual development. The advising system incorporates all of the formal and informal advising resources on campus.

The College supports that system by providing information about goals, regulations, policies, and procedures (e.g., purposes and goals, off-campus study opportunities, the process for declaring a concentration, and each student's progress toward a degree) and by providing resources to support the

advising process (e.g., support services and post-graduate planning). The College also provides training for advisors, conducts ongoing assessment of the advising system, and recognizes outstanding advising.

Advisee-advisor interactions primarily will involve discussions to encourage reflection on decisions in academic planning, as noted below. The College expects that over the course of the first three years each student will become self-sufficient and independent in making decisions about the student's educational plans, and that the advisor will facilitate such growth.

Important advising tools available on Webadvisor:

- Student transcripts
- Program evaluation (progress towards graduation and concentration requirements)
- Faculty advisee list and registration clearing option

For more information about academic advising see the Academic Advising Handbook on the DOF website <https://my.hamilton.edu/dof/handbooks-and-forms/handbooks>

And visit the "Information for Faculty" tab on the following web page for advising resources: <https://my.hamilton.edu/advising-resources>

11. Support and Resources for Course Development

The Dean of Faculty Office offers financial support faculty to enrich the curriculum. For instance,

- Christian A. Johnson Teaching Enhancement Award
- The Class of 1966 Career Development Award
- The Class of 1963 Faculty Fellowship
- First-Year Course Development Awards
- The Special Collections Faculty Fellowship
- SHINE and VITA Course Development Grants
- Social Innovation and Transformational Leadership Grants

For a fuller description of these awards and how to apply please visit the DOF website:

<https://my.hamilton.edu/dof/course-development-awards>

Resource Centers

The College offers a robust network of academic and support resources for students and faculty (<https://my.hamilton.edu/arc>). Offices listed below are particularly prepared to assist faculty in course development.

Arthur Levitt Public Affairs Center

The Levitt Center sponsors a number of programs to help students and faculty develop the academic knowledge and practical skills to understand and address persistent social problems in innovative, effective and ethical ways. <https://www.hamilton.edu/levitt>

Days-Massolo Center:

The Days-Massolo Center (DMC) has been established to embrace the importance of supporting a diverse and inclusive campus community. The center's mission is to promote community inclusion, engage in intercultural dialogue, build collaborations, and establish partnerships that

help make Hamilton College a welcoming environment for faculty, staff, and students.

<http://www.hamilton.edu/Days-Massolo-Center>

Language Center:

The Language Center supports innovative pedagogy and the use of technology in language instruction. One-on-one peer tutoring is available at the Center.

<https://www.hamilton.edu/languagecenter>

Library and Information Technology Services (LITS):

Burke Library's Research & Instructional Design team provides research assistance to faculty and students, and facilitates the use of technology in the teaching and learning process. [Educational technologists and research librarians](#) provide specialized instruction on topics such as library research, evaluation of information, poster design, audio and video creation, survey tools, website design, gaming, mapping tools, citation management, and more. We welcome the opportunity to discuss how we might be able to assist faculty in their teaching, [research and publishing endeavors](#). For more information, please contact Lisa Forrest (lforrest@hamilton.edu), Director of Research & Instructional Design.

Nesbitt-Johnston Writing Center:

The WC supports the writing program by offering peer tutoring in writing for all students, consultation for faculty, on-going tutoring for students needing substantive help in writing, a website with instructional materials for faculty and students, and a computer facility.

The Writing Center provides a range of services and resources to support and guide faculty in course development and teaching

(<https://my.hamilton.edu/writing/faculty/services-for-faculty>).

Oral Communication Center:

The OCC supports students and faculty in achieving Hamilton's standard for effective oral communication. The OCC regularly sponsors workshops to strengthen faculty's integration of oral communication in the curriculum. The website also offers additional resources to guide

faculty in the design of courses and assignments with oral communication components (<https://my.hamilton.edu/oralcommunication/faculty-resources/general-information?>).

Tips and Guides for students:

<https://www.hamilton.edu/oralcommunication/oral-communication-lab-guides-and-tips>

Quantitative and Symbolic Reasoning Center:

The QSR Center offers drop-in peer tutoring in introductory level courses containing a mathematics/quantitative component in addition to one-on-one peer tutoring by appointment.

<https://www.hamilton.edu/qsr>

Ruth and Elmer Wellin Museum of Art

The museum is designed to be a tool and a laboratory, with multiple spaces for engagement and for students to develop critical thinking and aesthetic discernment that will serve them throughout their lives. They are eager to collaborate with faculty across the curriculum to develop or augment courses that draw on the museum's exhibits and collections. <http://www.hamilton.edu/wellin/about>

Other campus resources

Assistant Dean of Multicultural Affairs and Accessibility Services, Allen Harrison,

aharriso@hamilton.edu.

Coordinates individualized accommodations and support services for students.

<https://my.hamilton.edu/offices/dos/accessibility>

English for Speakers of Other Languages (Barbara Britt-Hysell, Director, bbritthy@hamilton.edu):

The ESOL program offers individual and small-group tutoring, independent study, and informal conversation tables for non-native English speakers or for those seeking to improve their English language skills. <https://www.hamilton.edu/esol>

Opportunity Programs (Phyllis Breland, Director, pbreland@hamilton.edu):

Opportunity Programs offers a broad range of services to support students in their transition to college and beyond. Explore their website

<http://www.hamilton.edu/opportunity/opportunity-programs-home>) or contact the office to see how they can help support the success of your students.

12. Family Educational Rights and Privacy Act

<http://www.hamilton.edu/catalogue/family-educational-rights>

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit, signed Request to Inspect and Review Educational Records form. The Request should identify the record(s) they wish to inspect. The Registrar will make arrangements to have the Academic Record available in the office to be inspected. If the records are not maintained by the Registrar's Office, the request will be forwarded to the appropriate parties for review.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College throughout in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

- b. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and the College define to include the following: a student's name, home and campus addresses, email address, telephone listing, parents' name and address(es), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph and the most recent previous educational agency or institution attended. This information is generally disclosed only for College purposes, such as news releases and athletic programs, and not to outside vendors. This exception is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the dean of students on or before September 15 of any year. If such an objection is not received, the College will release directory information when appropriate.
- c. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
- Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605
- d. Questions regarding FERPA and the procedures followed by the College to comply with the act may be referred to the dean of students or the registrar.

Appendix 1

Hamilton College Recommended FYC Writing Objectives

Introduction

Hamilton's FYC writing objectives focus on three main areas: Critical Thinking, Reading, and Writing; Writing Processes; and Knowledge of Conventions. These objectives were adapted from the Council of Writing Program Administrators 2014 Outcomes Statement for First Year Composition (full statement available at <http://wpacouncil.org/positions/outcomes.html>). As the WPA notes, first-year writing outcomes "are supported by a large body of research demonstrating that the process of learning to write... is both individual and social and demands continued practice and informed guidance."

This document provides a description of each main area and lists specific objectives within those areas. It also includes links to relevant resources from the Writing Center that may be useful as you consider how to support first-year students learning to write at the collegiate level.

These objectives set the foundation for the long-term growth of student writing. While they are not equally applicable to all FYCs, they should serve as a guideline for setting course expectations, designing assignments, and evaluating student work. FYCs provide an introduction to skills that students will continue to build throughout their time in college. You do not need to cover all of the objectives listed in every area, but should aim to incorporate pertinent writing skills that can be further developed in subsequent courses.

Critical Thinking, Reading, and Writing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

By the end of a First Year Course, students should:

- Use composing and reading for inquiry, learning, critical thinking, and communicating with various audiences
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

Relevant Resources

- Developing a Thesis: <https://my.hamilton.edu/writing/writing-resources/developing-your-thesis>
- Questions to Ask While Reading Literature: <https://my.hamilton.edu/writing/writing-resources/literature-questions>
- Writing Longer Papers: <https://my.hamilton.edu/documents/Writing%20Longer%20Papers.pdf>

Writing Processes

Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

By the end of a First Year Course, students should:

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and formats
- Reflect on their composing practices and how those practices influence their work

Relevant Resources

- The Writing Process: <https://my.hamilton.edu/style/the-writing-process>
- Revision Strategies: <https://my.hamilton.edu/writing/writing-resources/revision-strategies>
- Using Peer Review in Class: <https://my.hamilton.edu/writing/writing-resources/peer-review>

Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal: they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre.

By the end of a First Year Course, students should:

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Learn common formats and/or design features for different kinds of texts
- Recognize and appreciate differences in conventions for structure, paragraphing, tone, and mechanics across genres
- Practice applying citation conventions systematically in their own work, and understand the purpose and importance of doing so

Relevant Resources

- Habits of Effective Writers: <https://my.hamilton.edu/writing/writing-resources/habits-of-effective-writers>
- Essentials of English Usage: <https://my.hamilton.edu/style/essentials-of-english-usage>
- Disciplinary Differences in Organization: <https://my.hamilton.edu/style/organizing-your-paper>
- Using Sources: <https://my.hamilton.edu/writing/writing-resources/quotations>
- Citation Guidelines: <http://libguides.hamilton.edu/c.php?g=130885>

Appendix 2

Hamilton College Recommended FYC Speaking Objectives

Introduction

Hamilton students should learn to speak clearly, concisely, and with grace. To that end Hamilton's FYC speaking objectives focus on three main areas:

1. How to choose appropriate purposes and topics
2. How to organize support for the argument
3. How to polish the delivery

Hamilton's FYC speaking objectives were adapted from the National Communication Association's standards for students completing their first-year courses. These objectives are intended to provide a reference point for faculty regarding expectations of students in their first-year, particularly in relation to the skills that will be developed throughout students' future coursework.

This document provides a description of each main area and lists specific objectives within those areas. It also includes links to relevant resources from the Oral Communication Center's (OCC) website that may be useful as you develop speaking assignments and then support students through that process.

Just as preparing and refining a presentation is a process, so too is the development of students' communication abilities. While a single course will not perfect a student's speaking abilities, each step along the way contributes to shaping graduates who are excellent communicators.

FYCs provide an introduction to skills that students will use and develop throughout their time at Hamilton. You do not need to cover all of the objectives in every area, but you should aim to incorporate pertinent skills that can be further developed in subsequent courses.

Appropriate Purposes and Topics

Effective oral communication begins with the messages that a speaker chooses to convey.

By the end of a first-year course, students should be able to:

- Identify the purpose of a communication event and assignment, both generally (e.g., to inform or to persuade) and specifically (e.g., to persuade the audience that policy X should be implemented)
- Adapt purposes based on audience characteristics such as prior knowledge, interest, and background
- Restrict their topics based on audience as well as the nature time of the event

Please see the OCC's website's Tips & Guides for links to more information on planning and developing a presentation:

<https://www.hamilton.edu/academics/centers/oralcommunication/guides/oral-communication-lab-guides-and-tips>, where you will find material on:

Identifying the Purpose; Basic Principles; Shortening your Speech; Thesis Statements; Audience Analysis

Organized Support

Beyond choosing topics well speakers must be able to marshal evidence to support a central idea or thesis.

By the end of a first-year course, students should be able to:

- Build a message that is focused on a main thesis or central idea
- Integrate a variety of types of support (e.g., varied sources, statistics, narratives) that reflect an understanding of the topic
- Organize speaking content to maximize the potential impact given the constraints of the topic, audience, context, and purpose

Please see the Oral Communication Center's website's Tips & Guides for links to more information on support and organization:

<https://www.hamilton.edu/academics/centers/oralcommunication/guides/oral-communication-lab-guides-and-tips>, where you will find material on:

Introductions; Conclusions; Common Organizational Patterns; Converting your Paper to a Presentation; Citing Sources

Enhancing Messages with Delivery

Regardless of medium (e.g., in person presentation or through FaceTime or Skype), the delivery of the message affects how listeners receive the information and respond. Decisions about tone and inflection, dress, gestures, eye contact, and presentation aids all affect the impact of a message.

By the end of a first-year course, students should:

- Enhance presentations using vocal variation in rate, pitch, and intensity
- Articulate clearly in the target language, using standard forms of that language
- Adapt language to a given audience (e.g., avoiding jargon when speaking to a broad audience)
- Utilize physical delivery elements (e.g., posture, gestures, eye contact, dress) that adhere to the style of speaking (e.g., the formality of the occasion)
- Select and thoughtfully integrate presentational aids (e.g., PowerPoint) that enhance the presentation in terms of both content and design

Please see the Oral Communication Center's website's Tips & Guides for more information on delivering a presentation:

<https://www.hamilton.edu/academics/centers/oralcommunication/guides/oral-communication-lab-guides-and-tips>, where you will find material on:

Dressing for success; Using Notecards; Using PowerPoint Effectively; Words to Avoid in Speeches; Speech Anxiety; Being Poised for Success

Appendix 3

DRAFT Hamilton College Recommended First-Year Information and Digital Literacy Learning Outcomes

Adapted from Association of College & Research Libraries: Framework for Information Literacy for Higher Education <http://www.ala.org/acrl/standards/ilframework> and the International Society for Technology in Education Standards for Students <http://www.iste.org/standards/standards/for-students-2016>

Inquiry

By the end of a First Year course, students should be able to:

- Clearly define a research question
- Formulate basic thesis statements
- Match information needs and search strategies to the appropriate search tools
- Explore entry-level scholarship in interdisciplinary resources
- Recognize that there are a variety of perspectives to be examined
- Revise search strategies appropriately
- Develop a bibliography of diverse resources

Evaluation

By the end of a First Year course, students should be able to:

- Distinguish between basic types of information
- Choose appropriate resources which support the scope of the information needed
- Identify markers of authority when engaging with information
- Critically evaluate contributions made by others in face-to-face and online settings
- Engage with and understand the components of scholarly work
- Utilize information to develop informed judgement

Attribution

By the end of a First Year course, students should be able to:

- Distinguish between original ideas and the ideas of others
- Understand when, how, and why to give attribution for sources used in academic work
- Cite basic information sources in a specified style format
- Articulate a clear understanding of academic dishonesty and how to avoid plagiarism
- Demonstrate an awareness of the ongoing scholarly conversation within a disciplinary knowledge

Digital Citizenship

By the end of a first-year course, students should be able to:

- Engage in positive, safe, legal and ethical behavior when using technology
- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property

- **Communicate ideas clearly and effectively via the appropriate platforms, tools, and digital media**