

New University Core Curriculum February 10, 2011

Philosophy and Goals of the Core Curriculum:

Loyola Marymount University is distinguished by its Core Curriculum, which provides all LMU students with a shared foundation of knowledge, skills, and values essential to the Mission of the University to encourage learning, to educate the whole person, to serve faith and to promote justice.

The University Core reflects the values of its founding and partnering communities--The Society of Jesus (Jesuit), Religious of the Sacred Heart of Mary (Marymount), and the Sisters of St. Joseph of Orange (CSJ). Rooted in the traditional Jesuit emphasis on classics, philosophy, theology, the liberal arts, and faith that does justice, the Core also reflects the Marymount commitment to faith, culture, and the arts. Moreover, the CSJ work for unity and reconciliation pervades the Core's emphasis on integration.

The Core encourages students to value learning, and to carry that love of learning into their future lives. Valuing learning has two key components: a distinctively Catholic, humanistic vision of intellectual inquiry as well as the cultivation of particular skills. Both are necessary for students to be thoughtful, critical, and engaged citizens of the world.

The Core values and educates the whole person. The LMU University Core therefore emphasizes the formation of students as whole persons, integrated in thinking, feeling, and action. As such, the Core includes intellectual, creative/artistic, and moral development.

The Core invites students to analyze their relationship with themselves, others, the world, and God. The Core serves faith by bringing students to a critical and appreciative understanding of religious traditions, and to see the search for God as intrinsic to the human condition.

The Core recognizes LMU's special role in creating men and women who will be discerning and active members of diverse communities, local and global. The Core includes the study of ethical theories and moral development, in which students come to recognize the value of acting rightly and using knowledge mindfully in the promotion of justice.

The Core moves from Foundations, to Explorations, to Integrations, carefully educating mindful women and men for others. **Foundations courses** introduce students to the intellectual life of LMU; guide them to confront important issues about values, faith, justice, race, gender, sexuality and culture; and emphasize fundamental communication and reasoning skills. **Explorations courses** build on the skills and knowledge gained in the Foundations courses, refining them through the different disciplinary methods and perspectives of the humanities, arts, natural sciences and social sciences. **Integrations**

courses challenge students to take the skills and knowledge from the Foundations and Explorations courses, as well as their majors, and apply them to interdisciplinary consideration of thematic questions. In addition, **Flagged courses** in writing, oral skills, quantitative reasoning, information literacy, and engaged learning build on and reinforce the skills and critical thinking that students obtain in the Foundations courses.

The University Core Curriculum provides a common foundation for every undergraduate student at LMU. The power to develop additional core requirements will reside with Major and Minor programs rather than Colleges and Schools.

Goals:

Through the LMU Core, students will...

- develop fundamental skills in writing, speaking, and quantitative and analytical reasoning.
- examine God, self, society, and the world using a variety of methods and perspectives.
- become creative and critical thinkers.
- become women and men for others.

Learning outcomes:

Through the LMU Core, students will know...

- ideas concerning the origins and nature of existence – e.g., various accounts of human existence; the existence of God.
- the dominant arguments concerning what is just.
- the prevalent methodologies and traditions for approaching human knowledge.
- theories and models of the physical world.
- the formative influences, dynamics, social impacts, and ethical consequences of scientific and technological development.
- the historical processes that have produced the modern world.
- the intertwined development of western and other world cultures, ideas, institutions, and religions.
- the diversity of human experiences, identities, and interpretations of social life within societies.
- the critical role that power, race, ethnicity, class, religion, gender, and sexuality play in determining social relations.
- the modes of creative expression used to explore and shape culture.

Through the LMU Core, students will be able to...

- engage fundamental questions of faith and justice analytically, critically and creatively.
- identify, reflect upon, integrate, and apply different arguments to form independent judgments.

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- collect, interpret, evaluate and use evidence to make arguments and produce knowledge.
- apply knowledge and tools from various disciplines in order to identify and address intellectual, ethical and practical problems of relevance to the contemporary world.
- communicate ideas and arguments through clear writing and speech.
- use quantitative reasoning skills to make informed, analytical decisions.
- identify information needs, locate and access information and critically evaluate sources.
- collaborate intellectually and creatively with diverse people.
- engage in the creative process and think critically about that process, its products and its cultural traditions.
- use imagination and informed intuition to ask questions and solve problems.

Through the LMU Core, students will value...

- spiritually and intellectually informed service to a local and global community.
- the experiences, cultures and traditions of diverse peoples of the world.
- the role of continuing intellectual and creative experience and growth in leading a full life.
- just and ethical behavior in pursuit of a more just world.
- contemplation of questions of ultimate reality.

• **SUMMARY OF THE REQUIREMENTS OF THE UNIVERSITY CORE CURRICULUM**

FOUNDATIONS	
First Year Seminar (Fall)	1 course
Rhetorical Arts (Spring)	1 course
Quantitative Reasoning	1 course
Theological Inquiry	1 course
Philosophical Inquiry	1 course
Studies in American Diversity	1 course
EXPLORATIONS	
Creative Experience	1 course
Historical Analysis and Perspectives	1 course
Nature of Science, Technology, and Mathematics	1 course
Understanding Human Behavior	1 course
INTEGRATIONS	
Faith and Reason	1 course
Ethics and Justice	1 course
Interdisciplinary Connections	1 course*
TOTAL:	13 courses*
FLAGGED COURSES	
Writing	2 Flags
Oral Skills	1 Flag
Information Literacy	1 Flag
Quantitative Reasoning	1 Flag
Engaged Learning	1 Flag

Note: Courses in a student's major may also satisfy Core requirements, if approved by the University Core Curriculum Committee; so the total number of courses required outside of a student's major will typically be fewer than 13. Flagged courses will typically be courses that also satisfy other Core or major requirements so they do not add to the total course requirements for most students.

*Students enrolled in a Bachelor of Science in Engineering or Engineering Physics program are required to take only two Integrations courses: Faith and Reason and Ethics and Justice. For these students, there are a total of 12 required courses.

FOUNDATIONS

1. *First Year Seminar*
2. *Rhetorical Arts*
3. *Quantitative Reasoning*
4. *Philosophical Inquiry*
5. *Theological Inquiry*
6. *Studies in American Diversity*

The LMU Core experience begins with a set of six courses designed to 1) introduce students to the intellectual life that defines an LMU education, 2) develop essential communication and reasoning skills that prepare students for the Explorations and Integrations courses, as well as courses in their major, 3) provide an initial framework for understanding LMU's unique heritage as a Catholic University in the Jesuit and Marymount traditions, 4) introduce students to ideas, values and habits of mind that will be reinforced throughout the Explorations courses and refined through courses at the Integrations level and 5) lay the foundation for students to become wise and virtuous men and women for others. These courses provide a common intellectual experience that enables students to explore and integrate their understanding of LMU's mission and identity through the rest of the core as well as their LMU education in general.

Courses in the Foundations level include the First Year Seminar to be taken in the first semester; Rhetorical Arts and Quantitative Reasoning to be taken in the first year; and courses in Theological Inquiry, Philosophical Inquiry, and Studies in American Diversity which should be taken by the end of the student's second year.

The First Year Seminar introduces students to intellectual rigor, critical thinking, and basic writing skills while laying the foundation for a life-long commitment to learning. The Quantitative Reasoning and Rhetorical Arts courses emphasize important components of the development and expression of independent, logical and critical thinking. Courses in Theological Inquiry, Philosophical Inquiry, and Studies in American Diversity provide a framework for understanding the worldview and intellectual tradition implicit in LMU's identity as a Catholic institution located in the geographic, ethnic, and economic diversity of the greater Los Angeles area.

First Year Seminar: The Core experience begins with a First Year Seminar (FYS) that introduces students to the spirit of academic excellence and intellectual rigor at LMU. Aimed at improving students' written and oral communication skills, the FYS invites students to engage critically and reflectively with scholarly discourse in a variety of formats: written, oral and visual. The topic for each section of the FYS is chosen and developed by its instructor within one of seven broad themes including 1) Faith and Reason, 2) Ethics and Justice, 3) Virtue and Justice, 4) Culture, Art and Society, 5) Power and Privilege, 6) Globalization, and 7) Science, Nature and Society. Instructors share the example of life-long commitment to intellectual life and creative activity by developing topics of compelling interest that grow from their own work. In addition, the seminar environment encourages conversations that carry forward into Rhetorical Arts

(Foundations) as well as Explorations and Integrations stages of the Core. (Note that framing themes for the FYS are revisited within Integrations.) The FYS also provides impetus to develop intellectual community outside of the classroom through linked activities and cohort environments.

The First Year Seminar is taught by a full-time faculty member and a writing instructor with support from academic library staff. The FYS and writing instructors work together to develop essay topics that reinforce conceptual objectives of the course. The writing instructor works with students to provide guidance in presenting, developing, and revising their ideas, as well as toward the stylistic objectives of clarity, coherence, and control. The FYS instructor consults with one or more members of the academic library staff to ensure that the course syllabus meets expectations for information literacy, thus introducing students to basic literary usage and research skills.

More specifically, in the FYS students will

- understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.
- engage critically and reflectively in scholarly discourse.
- exercise critical thinking in oral discussion and writing.
- discriminate between scholarly and popular modes of knowledge through an understanding of the peer-review process.
- acquire library skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.

In order to ensure an engaged seminar environment, the FYS courses will be capped at 19 students or fewer.

Rhetorical Arts: This course teaches an integrated set of skills, competencies, and knowledge that enables students to engage in public debate with persuasive force and stylistic excellence. It emphasizes such rhetorical concepts as invention, arrangement, claims with supporting evidence, exigency and audience. Emerging out of Renaissance humanism, Jesuit rhetoric (or *Eloquentia Perfecta*) developed the classical ideal of the good person writing and speaking well for the public good and promotes the teaching of eloquence combined with erudition and moral discernment. Developing this tradition in light of modern composition study and communication theory, the Rhetorical Arts course complements the other Foundation courses with topics such as ethics and communication, virtue and authority, knowledge and social obligation. The objectives of the Rhetorical Arts course are to foster critical thinking, moral reflection, and articulate expression. Ultimately, the Rhetorical Arts course furthers the development of essential skills in written and oral communication and information literacy, as well as providing opportunities for active engagement with essential components of the Jesuit and Marymount educational traditions. More specifically, students will

- have written and oral communication skills that enable them to express and interpret ideas—both their own and those of others—in clear language.
- understand the rhetorical tradition and apply this knowledge in different contexts.
- refine foundational skills in critical thinking obtained in the FYS.

- distinguish between types of information resources and how these resources meet the needs of different levels of scholarship and different academic disciplines.
- identify, reflect upon, integrate, and apply different arguments to form independent judgments.
- conceptualize an effective research strategy, and then collect, interpret, evaluate and cite evidence in written and oral communication.

Quantitative Reasoning: The ability to understand and apply quantitative, mathematical and computational reasoning is an important component in the development of independent and logical thinking. Quantitative literacy is also essential for students to become informed citizens. These courses will introduce students to fundamental mathematical knowledge, including an understanding of the nature of mathematics and quantitative and statistical argumentation. More specifically, students will

- be able to use quantitative reasoning skills to make informed, analytical decisions on matters that are important to their lives, professions and society.
- be able to discern when quantitative reasoning and mathematical tools are necessary in reaching fair, equitable and ethical conclusions, and to discern when such tools are misused in arguing such conclusions.
- be able to comprehend, critique, create and communicate arguments supported by quantitative evidence.

For students who arrive at LMU with a higher level of quantitative literacy, as determined by a placement exam, this requirement may be satisfied by other courses emphasizing more abstract mathematical and computational reasoning.

Theological Inquiry: With its commitment to the Jesuit and Marymount traditions, LMU believes that modern men and women should reflect on their relationship to the world, their fellow humans and God. Similar reflections are found throughout history, as humanity has grappled with fundamental questions of existence. What is the purpose of life? What does it mean to be human? Is there a divine and what does that mean? These courses aim to develop sensitivity to the existential importance of ultimate questions and to appreciate the search for God as intrinsic to the human condition. More specifically, students will

- know the foundational theological questions, texts and traditions.
- understand the Catholic and other theological traditions.
- engage with theological questions and traditions critically and creatively.
- appreciate the pursuit of ultimate questions as the basis for meaningful action.

Philosophical Inquiry: These courses introduce students to the various modes of philosophical inquiry and to the great philosophical questions that are central to a humanistic education in the Catholic intellectual tradition. More specifically, students will

- develop an appreciation for philosophic self-reflection.
- know the classical themes in metaphysics (the study of reality) and epistemology (the study of knowing) in relation to the study of the human person.
- develop a sense of the historical development of philosophic problems and the

different modes of philosophic inquiry in light of the Catholic intellectual tradition.

- learn to analyze philosophic texts critically and to clearly articulate questions, ideas, and arguments in discussion and writing.

Studies in American Diversity: As an embodiment of LMU's mission and the university's commitment to diversity, these courses provide students a foundation of critical knowledge and understanding for reflective contemplation that informs, forms, and transforms them as women and men for others. These courses will primarily address 1) investigating the complex historical, political, economic and social context and connections contributing to society's understanding and valuing of diversity; 2) comparing and contrasting the voices and perspectives of different underrepresented groups; 3) analyzing the ways that systems of power and privilege can marginalize and oppress communities and groups in the U.S. and around the world; 4) challenging students to engage in reflective and responsible action in a diverse and interconnected world; 5) recognizing diversity as a strength and valuing differing perspectives.

Courses that fulfill the Studies in American Diversity requirement must engage in a comparative analysis of race and ethnicity and two of the following categories of difference: 1) gender, 2) sexuality, 3) class, 4) faith and religion, 5) differing abilities. Courses may address a variety of fields but must focus on historically marginalized groups and include attention to issues of power and privilege in understanding human diversity. Students who complete this course will

- understand how systems of power and privilege operate among marginalized and oppressed communities.
- apply the theories, narratives and methodologies of the course to gain a critical understanding of our diverse contemporary society.
- understand their life experiences in relation to diverse communities in the U.S. and the world.
- appreciate difference and critically assess similarity.
- realize, respect and value the histories and contributions of marginalized groups.

EXPLORATIONS

1. *Creative Experience*
2. *Historical Analysis and Perspectives*
3. *Nature of Science, Technology and Mathematics*
4. *Understanding Human Behavior*

Explorations courses serve the education of the whole person by inviting students to engage in a critical examination of self, society, and the world through a variety of disciplinary perspectives. These four courses build on the understanding and skills developed in the Foundations courses by introducing students to a range of approaches to human knowledge necessary for becoming intellectually and spiritually engaged citizens of the wider world. Major courses that achieve the outcomes described can satisfy one or more of these requirements, once approved by the University Core Curriculum Committee. These courses may be taken in any language available at the appropriate level at LMU.

Creative Experience: Courses in this area challenge students both to explore their own intuition and imagination and to reflect critically on the work they and others produce. As students engage with the artistic process, they will invoke imagination and informed intuition in the process of giving creative form to ideas. Courses in Creative Expression emphasize both theory and practice; that is, an active, experiential engagement with the creative process informed by critical analysis and self-reflection. Students can fulfill this requirement either through creative arts and creative writing classes that include critical analysis as one component or through critical arts and literature courses that include at least one substantive creative project. While the creative project need not have as its goal artistic perfection, it should engage students in the creation of artifacts or performances that call for individual and/or collaborative expression and that can be shared with others in coherent and meaningful ways. More specifically, students will

- engage with the process necessary to produce a creative work and, in so doing, use imagination and informed intuition to ask questions and solve problems.
- learn to critically evaluate art and art making—including their own—through aesthetic and structural analysis, discussion and writing.
- strengthen and apply skills of critical analysis, observation, concentration, and imaginative exploration.
- develop an awareness of the diversity of creative expression across and within cultures.
- value the rigorous and often collaborative nature of creative work.
- value imagination and intuition as modes of experience that communicate knowledge.

Historical Analysis and Perspectives: Courses in Historical Analysis and Perspectives will impart an understanding of both the unfamiliar past and the processes by which the world of the present was created. They will stress the study of primary source materials and the interpretation of such sources in context, exploring major concepts and developments, showing change over time, and emphasizing both the links between

peoples across time and space and the ways in which today's world has evolved out of the contingent actions of individuals and groups of people. More specifically, students will

- demonstrate an understanding of their own culture and era in the context of an understanding and awareness of the histories of different cultures and eras.
- demonstrate an understanding of the structure of societies, how they function and how they change.
- be able to analyze primary sources in their historical contexts.
- be able to employ evidence in support of arguments about historical change and to analyze the factors that cause change.
- be able to employ a historical perspective to understand the forces and processes that have shaped the contemporary world.

Nature of Science, Technology and Mathematics: Courses in this area will engage students in the methods of inquiry used in science, engineering and/or mathematics. Through understanding the scientific method, students will develop the scientific literacy necessary for them to be knowledgeable citizens of the modern world, and better understand both the impact of science and technology on society, and the impact of society on the natural world. More specifically, students will

- develop an appreciation for the role of science, technology and/or mathematics in society.
- understand the scientific, technical and/or mathematical theories and reasoning skills required to understand our evolving conception of the living and physical world.
- apply scientific, technical and/or mathematical theories and methods to real world problems.
- value humanity's connections to the physical environment, and its responsibilities towards the natural world.

Understanding Human Behavior: Courses in this area will focus on the methods of inquiry used by social and behavioral scientists to understand human behavior. Those methods are based on the assumption that human behavior is ultimately understandable through rigorous, systematic, and evidence-based inquiry. Drawing upon a variety of theoretical foundations, principles, and methodologies, these courses engage students in explorations and interpretations of how people organize, govern, understand, and explain social and phenomena. In this course, students will

- develop an appreciation for the role of social and behavioral science in our understanding of individual and collective behavior in society.
- understand social and behavioral science theories, principles, and methodologies.
- develop the social and behavioral science reasoning skills necessary to understand our evolving conceptions of human behavior and social phenomena.
- apply social and behavioral science theories and methods to real world problems.

INTEGRATIONS

1. *Faith and Reason*
2. *Ethics and Justice*
3. *Interdisciplinary Connections*¹

Integrations courses challenge students to consider what it might mean to become women and men for others. These courses invite students to become “whole person[s] of solidarity for the real world,” an ideal that Fr. Peter-Hans Kolvenbach, S.J., the former Superior General of the Society of Jesus, insisted was the heart of a Jesuit education. Encouraging students to develop a more mindful engagement with the world, Integrations courses include reflection on questions of ultimate concern (service of faith), the development of moral selves in solidarity with others (promotion of justice), and interdisciplinary and/or humanistic engagement (education of the whole person). These courses are meant to serve as culminating experiences for the Core Curriculum. To facilitate meaningful interactions between the faculty and students, and among the students, these courses should be taught in a seminar format whenever possible.

In these courses, students will integrate the knowledge and skills gained in the Foundations and Explorations courses and their major courses, and apply them to a range of questions of contemporary significance. Ideally, Integrations courses will draw on at least two disciplines that differ from each other significantly enough to challenge students to analyze and synthesize disciplinary knowledge and skills gained in courses taken in the core as well as their majors. While courses need not be team-taught, faculty are encouraged to explore team-teaching. More specifically, students will

- understand connections and relationships among ideas and disciplinary approaches.
- be able to critically assess the relationship among disciplinary perspectives.
- be able to explain a phenomenon, solve a problem, create a product, raise a question or generate an insight in ways that are unlikely through the perspective of a single discipline.
- produce an interdisciplinary understanding of a complex problem or intellectual question.
- value the use of multiple perspectives and viewpoints to address a given issue.

Most students are required to take three Integrations courses, one in each of the categories: Faith and Reason; Ethics and Justice; and Interdisciplinary Connections. Students enrolled in a Bachelor of Science in Engineering or Engineering Physics program are required to take two Integrations courses, in Faith and Reason and Ethics and Justice. These courses may be taken in any language available at the appropriate level at LMU.

¹ Interdisciplinary Connections is optional for students earning a Bachelor of Science in Engineering or Engineering Physics.

Faith and Reason: These courses institute dialogue between theology and other fields that inform and enrich the pursuit of questions of ultimate concern, an essential feature of a Jesuit and Marymount education that serves faith and promotes justice.

Courses in this area focus on the role of religion in the world and approach specific topics from a theological perspective, while engaging different disciplines and methods at a deeper level than achieved in the foundations level of the core. Among the topics that could be addressed: faith and culture; historical and theological analysis of religious traditions, texts and practices; faith and the arts; war and peace in religious traditions; religion and science; religion and the environment; gender, sexuality and religion; theology, spirituality, and social justice; and other topics.

Students will

- appreciate the existential importance of ultimate questions in their historical and cultural complexity.
- understand the search for God as a culturally embedded process.
- probe the meaning of theological ideas in light of one or more disciplines that inform, explicate or challenge these ideas.
- develop comparative perspectives on religious, ecclesial and spiritual traditions.

Ethics and Justice: LMU's commitment to the promotion of justice is a hallmark of the core and the organizing principle for inclusion of courses in Ethics and Justice. These courses explore the major philosophical, theological and spiritual traditions of ethics, and then engage students in applying these theories to the ethical analysis of situations in a specific applied area. Courses in such areas as ethics, media ethics, business ethics, bioethics, war and peace, ecology, as well as courses that explore the dynamics of power and privilege, challenges of economic justice, and commitment to the common good may qualify. More specifically, students will

- understand the questions which a person must ask in forming an intelligent and responsible philosophy of moral choice.
- learn the fundamental structures of ethical theories.
- pursue the question of the ground for making moral judgments.
- study what it means to develop a virtuous character, to make rational decisions, to respond to values, and to exercise freedom responsibly.
- evaluate moral and ethical responsibilities in a complex, global world.
- apply ethical theories in a specific context.

Interdisciplinary Connections: LMU is committed to the education of the whole person through interdisciplinary approaches to learning. Courses in the humanities, social sciences, sciences, mathematics, visual and performing arts, business, and media arts express that commitment by virtue of their interdisciplinary pursuit of diverse issues, with attention to the Jesuit-Marymount commitment to learning that will lead to transformation. Students will expand their understanding through the integration of at least two disciplinary approaches. The courses in Interdisciplinary Connections will fall into one of the following thematic categories: 1) Virtue and Justice, 2) Culture, Art and Society, 3) Power and Privilege, 4) Globalization, and 5) Science, Nature and Society. Students are not required to take an Integrations course and a FYS in the same category.

Below are brief descriptions of these categories, along with lists of possible topics for courses. These lists are not exhaustive; they are meant simply to spark the imagination and creativity of the academic community.

Virtue and Justice

Courses in Virtue and Justice ask students to understand the relationship between justice and contemporary society; analyze social challenges in the light of different theories of virtue and justice; investigate possible solutions; develop rational positions and reflect on personal and professional opportunities to advance justice in society. Topics may include, but are not limited to, justice, virtue and the arts; justice, virtue and literature; social media and justice; culture and values; human trafficking; gender, sexuality and justice; race, ethnicity, and justice; just warfare; etc.

Culture, Art and Society

Courses in the Culture, Art and Society provide a forum for the examination of the ways that individuals have grappled creatively with the political, cultural and social forces that shape society. Courses in literature, the visual and performing arts, media, the humanities, and social sciences are rich areas for faculty to explore inter-disciplinary approaches. Topics may include, but are not limited to, religion and the arts (performing, visual, and/or media); literature and religion; literature and philosophy; philosophy and the arts; race, ethnicity and the arts; gender, sexuality and the arts; politics and the arts; dance and social action; political theater; national identity and the arts; national identity and literature; etc.

Power and Privilege

Courses in Power and Privilege examine the critical role that differences in power and privilege play in determining social relations. More specifically, students will recognize, analyze and understand social realities and injustices in contemporary society, including the relative privilege or marginalization of their own and other groups. Courses in the humanities, social sciences, visual and performing arts, media, science and mathematics, and business will be able to generate topics such as, but not limited to, culture, political violence, and genocide; women and history; women and the global economy; slavery and human trafficking; outsider art; race and ethnic politics; gender, sexuality and politics; racial profiling; voices on the margins; etc.

Globalization

While the term “globalization” is used to describe the increasing interconnectedness of the world in terms of communication, technology, culture, literature, the arts, media, economics, politics, and religion, the ways in which its processes, development and impact are understood differ from discipline to discipline. Courses from the humanities, sciences, mathematics, social sciences, visual and performing arts, media, and business offer rich opportunities for students to examine the question and impact of globalization, including its uneven process and effects. Topics may include, but are not limited to, diversity and secularism in global thought; global economies, global governance; globalization and inequality; geographies of globalization; global conflict and art; religion, politics, and global economies; globalization and sustainability; rhetoric of

global governance; social media and global movements; global ecology; global warfare; human trafficking; immigration and diasporas; etc.

Science, Nature and Society

Courses in Science, Nature and Society examine the interconnections between science, nature and society and further student awareness that science and technology are human enterprises that take place in a social, historical and environmental context. Topics may include, but are not limited to, philosophy and cognitive science; philosophy and nature; culture and biology; computers, society, and cyberwar; biomedical engineering; energy, technology, and society; religion and ecology; gender, technology and the body; environmental sociology; science and religion; science and the arts; science and literature; math and the arts; etc.

FLAGGED COURSES

1. *Writing (2 flags)*
2. *Oral Skills*
3. *Information Literacy*
4. *Quantitative Reasoning*
5. *Engaged Learning*

Flagged courses in writing, oral skills, information literacy, quantitative reasoning, and engaged learning build on and reinforce the skills and critical thinking that students have obtained in the Foundations courses. Any course, not just a Core course, at the 200 level or higher may meet a flag requirement. As is true of any course accepted for the Core, a flagged course will need to meet a set of criteria as established by the University Core Curriculum Committee (see implementation section). No course may carry more than two flags. These courses may be taken in any language available at the appropriate level at LMU.

Writing: Courses flagged for Writing reinforce students' ability to write in ways that emphasize clarity, coherence, intellectual force and stylistic control. Writing skills include the ability to understand and engage the discourse, rhetorical situation, and written conventions of a particular discipline; to express and interpret ideas—both their own and those of others—in clear written language; and to critique and revise written work, both their own and those of others. In order to build upon the foundational writing skills developed in the First Year Seminar and Rhetorical Arts courses, students must take two (2) courses satisfying the writing flag. Since understanding the disciplinary conventions is fundamental to a student's ability to work within a discipline, it is recommended that at least one of the two writing flags come from a course in the student's major.

Assignments that develop writing skills must account for at least 30% of the total course grade to qualify a course to satisfy the flag for writing. These assignments should include literature reviews (or other similar texts as appropriate to the discipline), rough drafts, and final drafts (demonstrating significant revisions), and should require students to seek out editorial comments and reader responses from peers and the professor. Examples include (but are not limited to):

- Research papers
- Technical reports
- Journal articles
- Creative writing projects
- Multiple smaller writing projects throughout the course

Oral Skills: Courses flagged for Oral Skills reinforce students' ability to orally communicate ideas to an audience. Oral skills include the ability to understand and engage in a discipline's discourses and rhetorical situations by delivering formal oral presentations or performances and to express and interpret ideas—both their own and those of others—in clear oral presentations or performances. In order to build upon the

foundational oral skills developed in the First Year Seminar and Rhetorical Arts courses, students must take one (1) course satisfying the oral skills flag.

Assignments that develop oral skills must account for at least 20% of the total course grade to qualify a course to satisfy the flag for oral skills. This may be a single presentation or performance or by a combination of assignments throughout the semester. These assignments should require:

- Advance preparation and/or rehearsal
- The analysis of the audience and context
- Evaluation of preparatory materials
- And the actual presentation and/or performance.

Examples include (but are not limited to):

- Persuasive speeches
- Research presentations
- Technical presentations
- Theatrical performances
- Presenting a lesson

Information Literacy: Courses flagged for Information Literacy reinforce students' ability to find, evaluate, and reflect on information found in a variety of sources. By critically reflecting on the nature, context, and impact of scholarly and professional information, rather than just the mechanics of finding it, students will be better prepared for research-intensive projects required at the upper-division level and in their major. Information literacy skills include the ability to select information that provides relevant evidence for a topic; to find and use scholarly and discipline-specific professional information (and understand how it differs from popular information); to evaluate resources for reliability, validity, accuracy, authority, and bias; and to document research in an appropriate, consistent, and ethical way. In order to build upon the foundational information literacy knowledge and skills developed in the First Year Seminar and Rhetorical Arts courses, students must take one (1) course satisfying the information literacy flag. Preferably, students will satisfy this requirement by the end of their junior year, in order to be prepared for their senior capstone projects; but it may be taken in the senior year if that is most appropriate for the major curriculum.

Assignments that develop information literacy skills must account for at least 10% of the total course grade to qualify a course to satisfy the flag for information literacy. Examples include (but are not limited to):

- Annotated Bibliography: Develop and refine a topic, search for, evaluate, and summarize relevant literature, and cite sources in the proper format.
- Scientific Literature Review: Find, evaluate, and properly cite sources necessary for creating a poster appropriate for presenting scientific results.
- Journal/Blog: Describe the process of looking for scholarly information on an assigned topic: what steps were taken, what worked and didn't work, and the criteria used to evaluate the information.
- Web Evaluation: Find a Wikipedia article that has incorrect or poorly documented

- information and improve it by incorporating and citing scholarly sources.
- Use and application of professional reference materials

Quantitative Reasoning: Courses flagged for Quantitative Reasoning reinforce students' ability to apply quantitative, mathematical, statistical and/or computational argumentation. Quantitative reasoning skills include the ability to comprehend, critique, create and communicate arguments supported by quantitative evidence; to understand formal symbolic representations of data or ideas, and to manipulate the symbols following formal rules to reach conclusions; and to understand abstract mathematical ideas and their connections to concepts in other disciplines. In order to build upon the foundational quantitative and mathematical reasoning skills developed in the Foundations Quantitative Reasoning course, students must take one (1) course satisfying the quantitative reasoning flag.

Assignments that develop quantitative reasoning skills must account for at least 15% of the total course grade to qualify a course to satisfy the flag for quantitative reasoning. Examples include (but are not limited to):

- Examining data from exit polls in Los Angeles and drawing conclusions about the different voting patterns among ethnic groups.
- Classifying geometric patterns on artifacts from an archaeological site and using the distribution of patterns as a tool in identifying the site.
- Discussions of the use of the mathematics in the work of Jorge Luis Borges, Tom Stoppard, or other authors which engage with the mathematical content.
- Exploring art created using fractals, including a discussion of the mathematical foundations of fractals.

Engaged Learning: Courses flagged for Engaged Learning integrate classroom studies with experience beyond the classroom, challenging students to use their experiences to think more critically and deeply about what they are studying. Engaged learning combines experiential opportunities with academic preparation and involves active, hands-on learning, critical reflection, and the integration of experience with knowledge. An engaged learning experience could take various forms, including community-based learning (service learning), faculty-mentored research, field experience, an internship or practicum, or Study Abroad. However, students must engage with a real-world problem or issue, connect the out-of-classroom experience with academic content, and reflect critically on the experience. Students must take at least one (1) course satisfying the engaged learning flag.

Engaged learning experiences should:

- Increase content knowledge
- Enhance the ability to apply knowledge
- Enhance the ability to integrate knowledge across contexts, disciplines or sub-disciplines
- Encourage critical thinking and problem solving
- Foster self-awareness and personal developments as individuals

The experience must also address at least one of the following outcomes:

- Respect for others: Students will demonstrate respect for individual and group difference in their interactions with others
- Civic knowledge and engagement: Students will apply their knowledge and experiences to address problems of social justice
- Ethical reasoning: Students will be able to identify ethical issues and propose effective approaches to their resolution
- Habit of service: Students will participate in activities that engage them in the service of human communities and the natural environment