

## THE COMMON CURRICULUM AT DU

AREAS OF INQUIRY		
	THE NATURAL & PHYSICAL WORLD	SOCIETY & CULTURE
<b>FIRST-YEAR SEMINAR</b>  IN THESE COURSES, STUDENTS WILL:	<b>4 CREDITS</b> <ul style="list-style-type: none"> <li>» Discover what it means to be an active member of an intellectual community by meeting rigorous academic expectations through critical reading, discussion, research, and/or writing.</li> <li>» Practice newly acquired skills in an active learning environment where writing, performing, laboratory experiments, quantitative analyses, or other forms of experiential and/or creative activities will shape the goals and activities of the seminar.</li> <li>» Establish a strong academic advising relationship with their faculty mentor that extends beyond obtaining information about academic requirements and the mechanics of how to register for courses.</li> </ul>	
<b>WRITING &amp; RHETORIC</b>  IN THESE COURSES, STUDENTS WILL:	<b>8 CREDITS</b> <ul style="list-style-type: none"> <li>» Analyze strategies used in a variety of rhetorical situations and employ those principles in their own writings and communications.</li> <li>» Analyze research and writing strategies used in a range of academic traditions and use those strategies in their own writings.</li> <li>» Adapt, to specific situations, a strong repertory of writing processes, including generating, shaping, revising, editing, proofreading, and working with other writers.</li> </ul>	
<b>LANGUAGE</b>  IN THESE COURSES, STUDENTS WILL:	<b>4–12 SEQUENTIAL CREDITS</b> <ul style="list-style-type: none"> <li>» Demonstrate a greater proficiency in a language, as based on their initial evaluation in their language of choice.</li> <li>» Demonstrate greater knowledge about a culture as embodied in that language.</li> </ul>	
<b>WAYS OF KNOWING ANALYTICAL INQUIRY</b>  IN THESE COURSES, STUDENTS WILL:	<b>4 CREDITS</b> <ul style="list-style-type: none"> <li>» Apply formal reasoning, mathematics or computational science approaches to problem solving within mathematics or computational science, and other disciplines.</li> <li>» Understand and communicate connections between different areas of logic, mathematics or computational science, or their relevance to other disciplines.</li> <li>» Communicate formalisms in logic, mathematics or computing sciences.</li> </ul>	<b>8 CREDITS</b> <ul style="list-style-type: none"> <li>» Demonstrate the ability to create or interpret the texts, ideas, or artifacts of human culture.</li> <li>» Identify and analyze the connections between texts, ideas, or cultural artifacts and the human experience and/or perception of the world.</li> </ul>
<b>WAYS OF KNOWING SCIENTIFIC INQUIRY</b>  IN THESE COURSES, STUDENTS WILL:	<b>12 SEQUENTIAL CREDITS</b> <ul style="list-style-type: none"> <li>» Articulate concepts and principles specific to a field of study in natural science or technology, and effectively apply scientific methods to ask questions, design and perform experiments, or judge arguments.</li> <li>» Recognize science as a process that considers uncertainty when drawing conclusions from scientific evidence and making predictions from existing data.</li> <li>» Apply and distinguish between qualitative and quantitative forms of analysis and evidence, and demonstrate skills for using and interpreting quantitative information in various formats based on validation and replication of results.</li> </ul>	<b>8 CREDITS</b> <ul style="list-style-type: none"> <li>» Describe basic principles of human functioning and conduct in social and cultural contexts.</li> <li>» Describe and explain how social scientific methods are used to understand these underlying principles.</li> </ul>
<b>ADVANCED SEMINAR</b>  IN THESE COURSES, STUDENTS WILL:	<b>4 CREDITS</b> <ul style="list-style-type: none"> <li>» Integrate and apply knowledge and skills gained from Common Curriculum courses to new settings and complex problems.</li> <li>» Write effectively, providing appropriate evidence and reasoning for assertions.</li> </ul>	