### Freshman Year Curriculum Maps

<table>
<thead>
<tr>
<th>First-Year Learning Outcomes</th>
<th>Professional Skills</th>
<th>Advanced Communication Skills</th>
<th>Critical Thinking</th>
<th>Cultural Competence</th>
<th>Effective Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think critically (analyze, synthesize, evaluate, create)</td>
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<td>X</td>
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<tr>
<td>Read critically (comprehend, respond, evaluate, connect)</td>
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<td>X</td>
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<tr>
<td>Express themselves in writing (analysis, argument, research, citation)</td>
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<td>X</td>
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<tr>
<td>Utilize information literacy skills (research, source evaluation, acknowledgement of sources)</td>
<td>X</td>
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<tr>
<td>Work effectively in teams (respect, negotiation, division of labor)</td>
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**Professional Skills:** AUC graduates will synthesize discipline-based knowledge with a broad-based liberal arts education. They will be proficient in the tools of their discipline as well as the tools of research and learning; make decisions that reflect the highest standards of ethical conduct and professional behavior; and understand the importance of life-long learning.

**Advanced Communication Skills:** AUC graduates will be fluent in English and will be able to write and speak effectively in a variety of settings. AUC graduates will be able to communicate in Arabic, establish rapport in groups, be adaptable to new circumstances, work both independently and in collaboration with others, and function effectively as leaders.

**Critical Thinking:** AUC graduates will be independent learners, adept at using current technologies to access information and applying strong quantitative, analytical, and critical thinking skills to analyze and synthesize complex information to solve problems.

**Cultural Competence:** AUC graduates will have an understanding and appreciation of Egyptian and Arab culture and heritage, as well as an understanding of international interdependence, cultural diversity, and consideration for values and traditions that may differ from their own. In addition, AUC graduates will have an aesthetic awareness of the various modes of human artistic expression and will be able to collaborate effectively in a multicultural context.

**Effective Citizenship:** AUC graduates value service to their local community and to broader causes at the national and international level.

### Freshman Year General Learning Outcomes

<table>
<thead>
<tr>
<th>Critical thinking (analyze, synthesize, evaluate, create)</th>
<th>Writing (report, argue, discuss, recommend)</th>
<th>Critical reading (comprehend, connect, respond, evaluate)</th>
<th>Oral skills (present findings, collegially debate)</th>
<th>Information literacy (research, source evaluation, acknowledgement of sources)</th>
<th>Working in teams (respect, negotiation, division of labor)</th>
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<tbody>
<tr>
<td>RHET 110</td>
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<tr>
<td>CORE 110</td>
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<td>Pathways 1</td>
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<tr>
<td>LALT 101</td>
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<td>RHET 120</td>
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<td>Pathways 2</td>
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### First-Semester Freshmen Year Outcomes

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**RHET 110**

**CORE 110**

**Pathways 1**

**LALT 101**

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By the end of the semester, students will be able to

**CRITICAL THINKING:** (Analysis, Synthesis, Evaluation)
- a) engage in self-discovery and become aware of strengths and interests;
- b) ask pertinent questions,
- c) differentiate between facts and opinions;
- d) accurately summarize information;
- e) identify different elements or component parts in a variety of genres of texts and/or experiences;
- f) identify evidence-conclusion relationships (develop rational arguments);
- g) analyze and evaluate arguments, explore options and draw conclusions;
- h) evaluate one's own performance individually and on a team;
- i) be able to present a scientific argument based on various sources.

**WRITING:**
- a) write analytically for a variety of contexts showing an awareness of audience and using appropriate persuasive strategies;
- b) formulate an original and logical argument with appropriate supporting evidence;
- c) write an original response to texts, a situation, or an idea;
- d) demonstrate an understanding of the writing process by incorporating feedback from one draft to another;
- e) respond to short, college-level, analytical assignments using appropriate voice, structure and style.

**CRITICAL READING:**
- a) appreciate the value of reading in a variety of genres, including media literacy;
- b) articulate response and a personal interpretation of a text;
- c) summarize the main points/arguments/counterarguments of a reading with major supports;
- d) identify inferred meanings and implications of an argument or work of fiction;
- e) recognize missing elements/limitations of a text or argument;
- f) identify distinctive elements of a writer's style including use of words and language, as well as appeals to emotion, logic, and ethics.

**ORAL SKILLS**
- a) contribute effectively to class discussions;
- b) give a short presentation about research done, a text read, or a paper written;
- c) in small teams, make a cogent argument and contribute to a rebuttal in a debate supported by substantive and reliable information.

**INFORMATION LITERACY:**
- a) determine the extent and nature of information needed;
- b) access information efficiently and effectively;
- c) integrate and uses information to accomplish a specific purpose; understand cultural, ethical, social, legal and economic issues surrounding the use of information;
- d) explain the AUC academic integrity policy, in order to recognize and value ethics in an academic environment;
- e) Utilize techniques to avoid plagiarism, in order to adhere to the AUC academic integrity policies and expected ethical behavior;
- f) locate books and other materials in the library collection, in order to understand the organization and availability of resources;
- g) navigate the library website, in order to efficiently access library materials;
- h) identify keywords and synonyms, in order to conduct efficient and flexible searches;
- i) analyze websites, in order to identify the most relevant and credible online resources.

**WORKING IN TEAMS:**
- a) employ effective skills for effective group process, such as holding themselves and others accountable, employ problem solving strategies;
- b) give and receive feedback in planning and managing a presentation task;
- c) create cohesion by being open, trustful, supportive and respectful.
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By the end of the semester, students will be able to

**CRITICAL THINKING:** (Analysis, Synthesis, Evaluation, Creative Thinking)
- a) relate skills and knowledge between one course and another;
- b) brainstorm new ideas and transform one idea/work into something new (creative thinking);
- c) draw conclusions based on research findings;
- d) start exploring academic and career options and assessing relevance to their interests and strengths;
- e) apply the critical thinking skills of analysis, synthesis, and evaluation to their own research and in a variety of contexts and courses;
- f) generate original or creative solutions to complex problems.

**WRITING:**
- a) formulate a research question or hypothesis;
- b) organize sources on a research topic in the form of a review of the literature;
- c) conduct primary or secondary research to suggest answers to the research question

**CRITICAL READING:**
- a) evaluate main ideas and supports from a variety of academic books, articles, and other texts such as non-print media; articulate relationships between and among texts and other knowledge;
- b) infer and identify the author’s purpose, audience, tone, and other stylistic elements;
- c) evaluate the strengths and weaknesses of an argument and of a research article.

**ORAL SKILLS:**
- a) contribute to and occasionally lead class discussions;
- b) organize presentations on research findings, intertextual threads and themes;
- c) deliver a well-organized, logical, and informative presentation that demonstrates the ability to synthesize information from a variety of sources.

**INFORMATION LITERACY**
- a) Demonstrate the narrowing or broadening of a topic, in order to choose the appropriate and “research-able” assignment topic;
- b) Critically read and evaluate information;
- c) Determine which databases are the most appropriate to use;
- d) Describe the ways academic research is conducted in different fields, and the methods and resources used, in order to better understand the structure of academic disciplines;
- e) Select information appropriate to need;
- f) Correctly cite sources, in order to create a list of references and avoid plagiarism;
- g) Build a search statement using keywords and search connectors in order to find the most relevant results within databases;
- h) Distinguish between popular and scholarly periodicals, and primary and secondary documents, in order to select the most appropriate resources for research.

**WORKING IN TEAMS**
- a) demonstrate the willingness and ability to work cooperatively with others;
- b) undertake a role on a team;
- c) take responsibility for contributing to a presentation/performance and a product.