



Hamilton

FIRST-YEAR COURSE PROGRAM GUIDEBOOK

Rev: 08/20/19

HAMILTON COLLEGE

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1. FYC Program Description

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.

Purpose

- 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 Committee on Academic Policy reported in Spring 2017 that the FYC program has provided considerable benefit to first-year students, and that students who take these courses have a significantly higher retention rate than those who do not.

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.

2. FYC Program Goals & Expectations

Goal #1: To engage students around an academic discipline or topic

1. Courses are discipline-based, not generic “Introduction to College” courses.
2. Courses introduce students to being a scholar within a discipline.
3. Courses represent most academic divisions.

Goal #2: To develop students’ critical thinking skills by preparing them to read and communicate ideas at the collegiate level

1. Highlight the expectations for the WI, QSR, or SI components of the FYC by being explicit about learning goals, rubrics, and feedback.
2. Incorporate an introduction to college-level academics along with strategies for success. For instance, faculty might devote time in the course to foster information literacy skills, including the ability to:
 - a. construct arguments based on evidence
 - b. adopt different perspectives
 - c. evaluate and understand evidence supporting an argument
 - d. use research tools and indicators of authority to determine the credibility of sources
 - e. give credit to the original ideas of others through proper attribution and citation
3. Raise awareness around and begin developing proficiency in skills in writing, speaking, and information literacy as identified by appropriate professional organizations. Table 1 provides a brief overview of competencies for college level writing, speaking, and information literacy skills as recommended by national organizations. These standards are general recommendations and may be adapted for Hamilton’s audience.

Table 1. Recommendations for First-Year Students in Writing, Speaking and Information 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>Oral Communication</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 and 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 objectives 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>

Goal #3: To support students' transition to and immersion in college academic life.

1. Consider the motivations for their choice of study in the absence of the tighter pedagogical structures of high school
2. Recognize that they are producers, and not just consumers of knowledge, and cite the contributing work of others in their own work
3. Identify their strengths and potential, recognize their challenges and limits, and seek out resources to help them succeed (faculty, academic advisor, resource centers, & peers).
4. Learn about support services available at the academic resource centers and the library.
5. Learn to work collaboratively with peers.
6. Assist students in bringing their perspective and life values into learning

Goal #4: To provide an introduction to a liberal arts education.

1. Serve as formal and informal academic advisors for their students. (If a faculty member's advising load permits, some number of students enrolled in a FYC will be assigned as academic advisees.
 - a. FYC faculty should provide an introduction to the advising system and the college's educational goals.
 - b. Faculty should also provide guideposts to put their disciplinary practice and course activities into the broader liberal arts context
2. Raise meta-cognitive awareness about the work in the class
 - a. In addition to practicing the discipline, faculty might lay out what makes their disciplinary perspective unique. For example, clarify how the course activities relate to the College's educational goals and the liberal arts

Goal #5: To encourage students' close interactions and develop strong relationships among faculty and other students.

1. Implement innovative pedagogies to promote engaged learning and quality interactions. For example,
 - a. Experiential learning opportunities such as field trips or service learning activities and research collaborations.
 - b. Cross-course collaborations such as meetings around a common book, topic, or campus speaker.
 - c. Explore with students unique or creative avenues to engage in a specific topic or discipline

3. Support for FYC Development

3.1. Course Development Grants

Faculty may request support to develop First-Year Courses through one of the faculty development awards posted on the DOF website. Application deadlines are usually April 1.

<https://my.hamilton.edu/offices/dof/faculty-support-resources/course-development-awards>

4. Resources to Support the FYC Program

4.1. FYC Peer Mentors

Position Description

Many FYC faculty make use of student mentors in their courses. On average mentors assist six hours per week for 15 weeks. Requests for additional hours are considered with appropriate justification. A successful course often depends on developing healthy relationships among all participants. Having a student mentor for your FYC can facilitate this process by modelling engagement in intellectual activities and encouraging first-year students' involvement in campus activities.

Because FYC mentors hold similar status as the students being mentored, they serve a special role in assisting students acclimate to the academic culture at Hamilton. The role of FYC mentor also carries authority through the endorsement of the professor. Because of the unique role of FYC mentors, faculty and their FYC mentors should be aware of the ethical responsibilities associated with these positions.

Possible Mentor Functions

- A student mentor can serve as a knowledgeable guide for new college students and can help contextualize the work of the course.
- A mentor can model ways to engage in effective class discussions.

- A mentor can also serve as an advocate or facilitator in directing students to appropriate resources on campus.
- A mentor may also serve as an informal resource for academic advising.
- You may find it helpful to have your mentor reach out to students in your class over the summer (or winter break for spring courses) to establish an early point of contact and create a sense of belonging in your course and to the institution.

Other possible uses for the FYC mentor's time: providing supplemental office hours, facilitating research lab activities. Mentors **should not** be used to replace tutors in areas where trained peer tutoring exists such as in the Writing Center, Oral Communication Center, and Quantitative and Symbolic Reasoning Center.

Mentor Training

To serve as an FYC mentor, students must attend a training session prior to classes to learn about responsibilities and expectations associated with their role as peer mentor. The training will raise awareness around responsibilities, safety and risk precautions, and professional boundaries among other topics related to working with peers. For example, mentors will learn about ethical standards such as respect, professionalism, dignity, diversity, confidentiality, commitment and integrity that have been recommended for peer tutors by professional tutor organizations. **Please refer to Appendix 4 for a summary of ethical standards for peer tutors/mentors as recommended by the International Mentor Training Program.**

Requesting and Hiring a Mentor

1. **Select an FYC Mentor**. Faculty who wish to use a mentor should recruit a student in the semester preceding the FYC. Faculty are advised to recruit at the end of spring term for an FYC offered the following fall semester, or at the end of fall for a spring FYC. This helps ensure that mentors can attend the necessary training session.
 - When recruiting your mentor make clear your expectations for their role in the course.
 - Because FYC mentors hold similar status as the students being mentored, they serve a special role in assisting students acclimate to the academic culture at Hamilton. Because of this unique role, faculty and their FYC mentors should be aware of the ethical responsibilities associated with these positions. The Table 1 below outlines ethical standards for peer tutors as recognized by the International Mentor Training Program.

- Students agreeing to serve as FYC mentors must attend an orientation/training session to be held before the start of Fall classes.
2. **Request Approval.** Once you have reached an agreement with a student to serve as your FYC Mentor, provide the information requested below to the ADOF for approval.

FYC Mentor Information

Faculty Name:

Course Name & No.:

Term:

FYC Mentor Name:

Estimated Hours/week:

3. **Submit employment paperwork.** Once approved, faculty and students should submit employment paperwork to place the student on payroll. For forms and information see [Student Employment Guidelines](#). Here is a brief summary:

- *If your student mentor has not been employed on campus before, the following forms must be completed:*
 - Hamilton Employment Authorization form
 - I-9: Employment Eligibility Verification form
 - W-4: Federal Tax Withholding form
 - IT-2104: State Tax Withholding form
 - Banking Direct Deposit form
- *If your student has been employed on campus before, only the authorization form is needed.*
- The Employment Authorization form should be forwarded to the Director of Academic Finance and Resources, Gill King, with a note that specifies the FYC you are teaching. Gill will approve, assign a budget number, and forward to Human Resources.
- ***You (or an assigned alternate) will need to approve the student's hours on Webadvisor for each pay period.***
- The hourly pay rate for 2018-19 will be \$12/hour for student mentors.

4.2. FYC Blackboard

The FYC Blackboard site is a shared space with archived documents that FYC instructors can make use of in developing their courses. The site also provides a forum to create a dialog and post materials of potential interest to each other.

- Under the “Information” tab are web sources relevant to teaching and the first-year experience.
- Under the “Content” tab are readings for faculty and students.
- Under the “Tools” tab are opportunities in the “Discussion Board” for sharing ideas on matters related to teaching first-year students.

**Feel free to offer suggestions for other materials or topics of discussion to add!*

4.3. Entertainment and Materials

- Up to \$75 for entertainment or materials for your FYC class in the semester it is offered
 - Submit receipts for entertainment or materials expenses associated with your FYC to Linda Michels with a completed Request for Check Form at <https://my.hamilton.edu/dof/handbooks-and-forms/forms>.
 - Please include your faculty ID number and *specify that the reimbursement is for FYC expenses* on the form.
- FYC faculty wishing to host a “reunion” meeting of their FYC in the immediately following semester may contact the ADOF to make a request for support.
- FYC mentors will also have a budget of up to \$50 (with approval of instructor) to host events for the class.

In addition to the specific resources listed here, FYC faculty may also request funding in support of relevant curricular development or enhancement. These funds could be used for field trips, collaborative meetings across FYC courses, collaborative faculty development groups, or participation in a course development workshop.

5. Academic Resources to Support First-Year Students

<https://my.hamilton.edu/arc>

Some academic resource centers offer services or resources that are particularly relevant for first-year students. To help orient students to support services available on campus, FYC faculty might reach out to the academic resource center directors for suggestions.

[Nesbitt-Johnston Writing Center \(Jennifer Ambrose, Director, jmambros@hamilton.edu\):](mailto:jmambros@hamilton.edu)

Developing the ability to communicate clearly and effectively is a central goal of the liberal arts education at Hamilton College. The mission of the Writing Center is to support students as they hone their ability to write effectively and faculty as they teach this skill. The Center provides this support through individual and group peer tutoring in writing across the curriculum at all levels for all students; faculty and curriculum development via workshops, lectures, classroom visits, and consultations on writing pedagogy and assessment; instructional materials for faculty and students; long-term individualized tutoring for students needing substantive help with writing; and other support for the Writing Across the Curriculum program as needed. For information about how the Writing Center can support your teaching, see:

<https://www.hamilton.edu/academics/centers/writing/faculty/services-for-faculty>

[Oral Communication Center \(Amy Gaffney, Director, algaffne@hamilton.edu\):](mailto:algaffne@hamilton.edu)

The Oral Communication Center's mission is to support Hamilton's "Communication and Expression" educational goal by developing students' abilities to express themselves with clarity and eloquence in a variety of modalities. This mission is realized through: (1) personalized peer tutoring, which is available for every Hamilton student, for every course and every oral communication assignment, and for any co-curricular purposes; (2) sponsored events and activities open to the campus community and focused on communication such as the Public Speaking Competition, workshops, and video viewing and discussions; and (3) faculty development for the creation, refinement, and assessment of communication assignments through individual consultation, classroom visits, and workshops. For more information about the services offered, visit

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

Quantitative and Symbolic Reasoning Center (Ben Smith, Director, basmith@hamilton.edu):

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>

Language Center (Mary Beth Helderle, Director, mhelderl@hamilton.edu):

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>

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

The program provides opportunities for multilingual students to transition, adapt and sharpen their critical thinking skills for college-level work in all academic disciplines. Professional tutors focus on teaching students how to evaluate rhetoric, form clear, coherent arguments and organize standard American academic essays at the college level. Long-term individual tutoring conferences as well as independent study opportunities, small-group conferences and informal conversation tables are accessible for all multilingual students on campus. The program supports students as they face the academic and social complexities at an American college. The ESOL academic writing program also offers first-year students one full credit writing intensive course per semester focusing on the critical-thinking process, the writing process and the style of the writer: The American Academic Essay and The Etymology of American Social Movements. <https://www.hamilton.edu/esol>

Library & Information Technology Services: [Research and Instructional Design](#) (Nhora Serrano, Associate Director for Digital Learning and Research, nserrano@hamilton.edu, Alexandra Wohnsen, FYE Librarian, awohnsen@hamilton.edu)

Burke Library's Research and Instructional Design (R&ID) Team empowers the Hamilton community to use information and technologies to engage in intellectual exploration, make informed decisions, and create and share knowledge. The R&ID Team provides the resources, creative tools, and expertise to support the academic success

of students. Educational technologists, instructional designers, research librarians, and peer tutors provide instruction to students, faculty, and staff in the use of information and technology resources.

The First-Year Experience Librarian, Alexandra Wohnsen, is available to provide research assistance specifically to first year students, and support their understanding of information and technology resources, skills, and concepts. Faculty teaching first-year courses are encouraged to contact Alex to discuss the integration of information and digital literacy concepts into the curricula or request a library instruction session

Each fall the Library hosts the First Year Course Conference, a poster and exhibit showcase for FYC students to share their work with the campus community. To learn more about the conference and/or have your students' work included please contact Alex Wohnsen, awohnsen@hamilton.edu

Other campus resources to assist with transition to college:

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.

Multicultural Peer Mentoring Project (Allen Harrison, Associate Dean of Students for

Multicultural Affairs and Accessibility, aharriso@hamilton.edu)

The multicultural peer-mentoring project supports first-year students as they navigate their Hamilton education. While open to any new student, the program is designed with the knowledge that international, first-generation, and historically underrepresented students face special challenges in transitioning to college life. This program facilitates relationships between first-year students and experienced student mentors, who provide assistance and support throughout the initial year at Hamilton.

<https://my.hamilton.edu/dos/peer-mentoring-project>

Counseling Center (David Walden, Director, dwalden@hamilton.edu)

The Counseling Center strives to enhance and support the intellectual and personal growth of the Hamilton College Community.

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

6. Advising in the FYC Program

As an FYC instructor you will become an important informal academic advisor to the students in your course. If your advising load permits, you are likely to have some students in your FYC as formal academic advisees. If you are teaching a REAL course, all of the students in your FYC will be your academic advisees.

As mentioned in the FYC Goals and Expectations above, assisting students' transitions to college involves introducing them to Hamilton's academic advising system. This might include:

- An introduction to the College's educational goals and how the current course might address them (<https://my.hamilton.edu/educational-goals-and-curriculum>),
- A discussion of each participant's responsibilities in the advising process (<https://my.hamilton.edu/advising-resources/advising-at-hamilton>)
- A conversation about initial steps in forming a student's educational plan.

Conversations on these topics usually progress more smoothly and follow more naturally after taking some time to learn about your students' interests, backgrounds, and goals.

6.1. Advising Web Site

Hamilton's advising website maintains a faculty section to highlight helpful resources to support faculty in their advising responsibilities (<https://my.hamilton.edu/advising-resources/faculty>). Faculty are encouraged to explore the entire site to become familiar with the various stages in students' educational careers as well as the opportunities and resources available to support them along the way.

6.2. Developing an Educational Plan

As students begin to make decisions about their education, advisors might find it helpful to refer students to our centralized advising web site that pulls together in one place the many resources and opportunities that help build a Hamilton education.

Centralized advising web site: <https://my.hamilton.edu/advising-resources>

Academic planning pages are available for all class years. The link for first-year students is here: <https://my.hamilton.edu/advising-resources/first-year-students>

A guide on how to get started in a concentration:

<https://my.hamilton.edu/advising-resources/so-you-want-to-major-in>

Appendix 1: Hamilton College Writing Advisory Committee 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 set the foundation 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, patterns of organization, the interplay between verbal and nonverbal elements, and 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

See the Writing Center’s website

(<https://www.hamilton.edu/academics/centers/writing/writing-resources>) for relevant resources on

topics including Creating a Thesis Statement, Questions to Ask While Reading Literature, A Guide to Introductions, Writing About Gender and Sexuality, and Writing About Ethnicity, Social Class and Disability.

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

See the Writing Center's website

(<https://www.hamilton.edu/academics/centers/writing/writing-resources>) for relevant resources on topics including Habits of Effective Writers, Revision Strategies, Writing Longer Papers, and 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 and for different audiences

- Practice applying citation conventions systematically in their own work, and understand the purpose and importance of doing so

See the Writing Center's website

(<https://www.hamilton.edu/academics/centers/writing/writing-resources>) for relevant resources on topics including Essentials of Writing, Habits of Effective Writers, Using Sources, Quotations, Footnotes, and Citation Guidelines.

Appendix 2: Hamilton College Speaking Advisory Committee 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 and time of the event

See the OCC's Tips and Guides at <https://www.hamilton.edu/occ> for relevant resources including Spoken vs. Written Language, Classroom Discussion 101, Debating, and Presenting in a Group.

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

See the OCC's Tips and Guides at <https://www.hamilton.edu/occ> for relevant resources including How to Outline a Presentation, Notecards as an Organizational Tool, Citing Sources in Speeches, and Shortening a Speech.

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

See the OCC's Tips and Guides at <https://www.hamilton.edu/occ> for relevant resources including Dealing with Speech Anxiety, Preparing and Using Notecards, and Avoid These Common Speech Mistakes.

Appendix 3: Recommended First-Year Information and Digital Fluency Learning Objectives

Adapted from the 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

Appendix 4: Mentor Ethical Standards as Recommended by Professional Tutor Organizations

Code of ethics developed by the International Mentor Training Program Certification (<http://crla.net/index.php/certifications/imtpc-international-mentor-training-program>)

1. **Respect:** Mentors recognize that they are a role model for their peers. As such, effective mentorship relationships will be built on the foundation of mutual respect for all individuals.
2. **Professionalism:** Mentors are representatives of their respective campus programs and institutions; therefore, mentors' attitudes and behaviors must reflect the highest standard of professionalism. Mentors will act with the understanding that their actions have the ability to influence others.
3. **Dignity:** Mentors understand that their peer relationships must be formed on the basis of honor and respect. Mentors will embrace peers for where they are in their development without judgment and act in ways that exemplify dignity.
4. **Diversity:** Mentorship requires sensitivity to the uniqueness of each situation and each student involved. Mentors will promote an understanding and respect for differences as they relate to race, age, sex, gender identity, ethnicity, culture, national origin, religion, sexual orientation, disability, language, socioeconomic status, values, and opinions.
5. **Confidentiality:** Mentors hold the highest regard for trust and privacy in their relationships with their peers. Mentors will maintain practices that protect the personal information of their peers.
6. **Commitment:** Mentors understand the obligation they have to their peers, to each other, and to themselves. As such, mentors will fulfill all responsibilities in being helpful and supportive to their peers in addition to maintaining a commitment to furthering their personal development as peer mentors.
7. **Integrity:** Mentoring requires the establishment of honest, truthful, and fair practices. Mentors will act with appropriate judgment in their approach to providing accurate resources and information to their peers. Mentors will act with consciousness to their abilities, limitations, and their resources.