formulate your own thoughts about the status of human consciousness and reality and include that formulation in this section. Core D courses might enable you to...

- Discuss the nature-nurture controversy and its implications for education and child-rearing.
- Engage in the study of a religious thinker/movement or a philosopher/philosophic tradition.
- Consider various manifestations of inner-self and outer reality.
- Study the historical significance of one major world religion’s way of understanding the meaning of life, the nature of humankind, the ways of acting in the world.
- Compare humanistic and scientific modes of viewing and comprehending the world and reality.
- Look for the meaning of life.

**LIBS 402: Senior Synthesis**

During the final semester of your senior year you will enroll in LIBS 402, Senior Synthesis. This course is designed to be a capstone experience, giving you the opportunity to remember, reflect upon, assess, and synthesize your Hutchins upper division work. The process begins with the form that follows this page in the portfolio. It is a self-assessment grid that is designed to help you understand the intellectual journey you are about to complete (and perhaps suggest areas you still might want to work on). Then you will be asked to organized all of your essays and other materials from your Hutchins courses and write a series of brief abstracts. You will be given the opportunity to assess your work, specifically discussing how the Hutchins portfolio has been used by you over the course of your tenure at Hutchins. From these activities you will gain a better sense of the work you have accomplished and the progress you have made – that understanding will then be applied to the writing of an intellectual autobiography.

The second half of the Senior Synthesis experience involves the development, organizing, researching, writing, and presenting of a Senior Project or Paper, developed in consultation with your LIBS 402 instructor. This can take many forms and follow many paths. You might want to pursue some subject that you touched upon in an earlier class but never had the time to really investigate. You might want to interrogate an issue that you were never able to grapple with in any of your other classes. Some students use this opportunity to create something

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artistic or socially-significant, others pursue arenas of personal growth or environmental change. The direction you choose is entirely open, but whatever you choose must be important to you and to your intellectual development. Remember, this will most likely be your last major effort as an undergraduate college student, and your last opportunity to work on something about which you are passionate. No matter what you choose to do for your Senior Project or Paper, remember that it must include a written component (for art work this might be a log and analysis of the work, for social service it might be an articulation of the meaning and significance of the activity, etc.) and will ultimately be presented orally to the class. Once again, in this class you will …

• Assess your intellectual skills according to the self-assessment sheet which follows.
• Organize all of your essays and other materials from all of your major classes.
• Write your intellectual autobiography.
• Develop, write and present your Senior Synthesis Project/Paper.
• Complete portfolio self-assessment
EXAMINING YOUR SKILLS – PART TWO

In an effort to better understand your progress in the Hutchins Program, we ask that you revisit this list from LIBS 302. Is your level “low” or “mid” or “high?”

Ability to enter into discussions effectively:
• my ability to respect other points of view
• my willingness to discuss or critique issues
• my ability to listen carefully and consciously
• the relevance of my comments and questions
• the amount of constructive talking I do in class

Ability to analyze written material:
• my ability to recognize important points in readings
• my ability to examine arguments carefully
• my ability to respond critically to readings
• my ability to raise questions for discussion
• my ability to provide explanations and interpretations

Ability to communicate through writing:
• my informal writing
• my formal papers and essays
• my creative writing
• my technical skills (spelling, grammar, punctuation, etc.)
• my compositional skills (sentence & paragraph structure, transitions, etc.)
• my referencing skills (bibliographic format, citation protocols, etc.)

Ability to make formal oral presentations:
• my preparation
• my organization of materials
• my vocal qualities and personal presence
• my sense of presentations as performance
• my confidence and sense of control

Ability to communicate creatively across all disciplines:
• my familiarity with creative expression (arts, sciences, social sciences, etc.)
• my ability to express myself creatively (various media)
• my willingness to learn through creative expression

Ability to continue as a life-long learner:
• my ability to think independently and ask meaningful questions
• my ability to make sense of a wide array of ideas and options
• my ability to bring a sense of values to bear in interpreting my world