

Stage 2 of the BELL Core “Key” Experiences: The Linked Cohort Courses (LCCs)

After you have completed successfully the First-Year Seminar, you will embark on stage 2 of the “key experiences” within the BELL Core Curriculum: The Linked Cohort Courses.

An LCC consists of two classes from two different disciplines taught by two different instructors. Connected by a common issue, text, or a natural overlap in their content, these two classes are comprised of the exact same set of students.

The primary purpose of the LCC is to build on the understanding of “ways of knowing” developed in the First-Year Seminar. The experience of “crossing borders,” which is central to the First-Year Seminar, will be a regular practice as you move across the borders between two disciplines by completing common assignments, readings, and/or projects.

In order to receive credit for the LCC requirement, you must pass both of the courses. If you fail one or both of the courses, you will not receive credit for the “linkage” requirement and will have to pass both courses of another LCC. The new LCC may include the failed course(s) or may be comprised of two entirely different BELL Core courses.

After successfully completing an LCC, you should be able to:

1. Distinguish between the kinds of knowledge and the types of thinking and learning processes that are represented in the two disciplines.
2. Recognize the interconnectedness of knowledge through examination of an area of overlap between two courses.
3. Integrate learning from each of the disciplines into the other and provide a specific example of how something learned in one class contributed to your understanding of the other.
4. Evaluate various information and experiences from the perspective of each of the disciplines.

As you continue to move through the BELL Core Curriculum, you should be better able to see and develop connections among the various classes you are taking. When you get to the Junior Cornerstone Seminar in your third year, you will have developed the ability to activate prior knowledge as well as to construct new knowledge in collaboration with other learners.