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The Lynchburg College Symposium Readings program [LCSR], encourages student participation in reading, writing, critical thinking, and speaking activities across the curriculum based on readings in the classics. The program also fosters faculty development and innovative classroom practices.

Our Mission:

- To foster interdisciplinary study by all students
- To encourage students to read from, write and speak about the classics in the context of contemporary society throughout their four years
- To work in partnership with students, both inside and outside the classroom
- To encourage students to take responsibility for their learning
- To create an atmosphere of shared learning within the College and beyond, therein fostering an academic climate conducive to teaching and learning

Our History:

The LCSR concept initially began in 1976, with the Senior Symposium, a senior course encouraging the reading of good books, the asking of meaningful questions, and reflections on great ideas. Using the *Lynchburg College Symposium Readings - Classical Selections on Great Issues*, the College's own ten-volume set of classical readings published by the University Press of America, the course addresses themes representing continuing concerns for humanity such as *Poverty and Wealth*, *Tyranny and Freedom*, and *The Nature of the Universe*. Through lectures by visiting scholars on related current issues and small-group discussions based on the lectures and reading, students grapple with great issues facing humanity from the perspectives of Western civilization and thought from other traditions. In 1989, the College created a bold approach to general education by extending the use of the symposium readings across the curriculum and engaging students in the discussion of these texts from the freshman year. LCSR is an integral part of every student's experience at Lynchburg College.

Our Goals:

1. Enhance the integration of basic skills, interdisciplinary knowledge, and the classics by encouraging students to read analytically and to think critically using reading, writing, and speaking activities across the curriculum through discourse rather than memorization of facts
2. Encourage students to take more responsibility in their education
 - Become full partners with faculty in shaping their education
 - Work with faculty to publish [the Agora](#), the official publication of the program
 - Participate in state and national conferences
 - Work on program committees and in-service workshops
 - Serve with the LCSR Steering Committee
3. Promote among faculty cross-disciplinary communication via training workshops, monthly presentations, and ongoing involvement in the standing LCSR committees and national, international, and regional presentations.
4. Reach beyond our campus by developing workshops and institutes which expand participation in the program
5. Expand faculty development opportunities in the areas of interdisciplinary/integrated studies, writing, speaking, and critical thinking through in-service training and by sending faculty to external institutes with the intent to make greater use of faculty expertise in these areas.

The Lynchburg College Senior Symposium and the Symposium Readings Program

Since its founding in 1903, Lynchburg College, a private, coeducational, comprehensive college, has fostered a learning environment that has encouraged the reading of good books, the asking of meaningful questions, and reflections on great ideas. As a continuation of this tradition, in 1976 the college developed the Senior Symposium a course for seniors organized around ten major themes which represent continuing concerns for humanity. The college publishes its own ten-volume set of classical readings for the course through the University Press of America. *Lynchburg College Symposium Readings--Classical Selections on Great Issues* addresses, but is not limited to, such themes as poverty and wealth, tyranny and freedom, the nature of the universe, imagination and creativity, faith and morals, human nature, and war and peace. Through lectures by visiting scholars on related current issues and small-group discussions based on the lectures and readings, students grapple with the great issues facing humanity from the perspectives of Western and non-Western civilizations.

In 1989, the college created a bold approach to liberal studies by extending the use of the symposium readings across the curriculum and engaging students in the discussion of these texts throughout their four years at Lynchburg College. An "LCSR Course" is a regular Lynchburg College course in which at least 20 percent of the grade is based on written and oral communication related to reading assignments from the Lynchburg College Symposium readings. The Lynchburg College Symposium Readings Program is an innovative approach of integrating selections from classic works to supplement regular class material and provide elements of integration, depth, and broad perspectives, within the context of regular courses. Our mission is to foster interdisciplinary study by all students, to read from texts of classic and modern significance, and to write and to speak about them in the context of contemporary society.

GOALS: The Senior Symposium is designed to have Lynchburg College Seniors utilize weekly lectures and symposium readings to examine issues of contemporary significance, in the process integrating the material presented with their personal views while dealing constructively with a wide variety of conflicting positions. It requires that seniors be able to combine understanding taken from the Symposium Readings with an appreciation for current, related issues and developments, as covered in weekly lectures and class discussions. The course is intended to help bridge the gap between receptiveness to established positions, appropriate to students, and a mature and independent point of view essential to educated adults. The Senior Symposium stresses the oral and written performance of the students.

OBJECTIVES: In order to fulfill the goals at the sophisticated level of college graduates, Senior Symposium, has established the following objectives for student learning:

1. Be familiar with a wide range of readings from the classics, dealing with issues that have contemporary significance.
2. Develop the ability to analyze these texts and make connections among them, the lecturers, and personal experiences.
3. See the classics as a way of understanding and appreciating diverse views from other cultures and milieu.
4. Develop critical thinking skills that are commensurate with upper-level students.
5. Hone writing skills by writing intelligently on the readings and the lectures.

6. Develop an ability to speak publicly by participating in weekly discussions and by leading a class discussion.
7. Synthesize the material learned throughout the semester in both written and oral forms.
8. Make connections between various major fields of study and the readings.

In preparing an LCSR course, please note the following guidelines.

1. The course must include both writing and speaking activities associated with the LCSR readings.
2. The LCSR assignments must account for at least 20% of the final grade.
3. Most proposals have at least three LCSR readings. Please note that faculty have the option to substitute 1/3 of the LCSR readings with material which they see as texts of classical or modern significance. Experience has taught us that this is easy to do as most of the substitutes are obvious choices. Also, there is no difficulty if a faculty member chooses a reading but wants a different passage other than the one in the LCSR readings. Once the work is included, any part is acceptable.
4. On the application form, the question is asked if the course is "in keeping with the LCSR spirit." This phrase means that the course offers the students opportunity to actively engage in classroom interactions with each other and with the faculty member. This applies not only to the LCSR readings but to other classroom assignments. We often do not approve a course if the only classroom activities are centered around LCSR readings and the rest is straight lecture. If this occurs, then the students have too little opportunity to practice speaking and writing and the LCSR component is a simple "add-on" rather than being fully integrated into the course.
5. All faculty teaching LCSR courses are required to attend the pre-service workshop and are expected to attend the LCSR In-service programs.