

Call for Proposals for Fall 2008 Cornerstone Learning Communities

Proposals are solicited from pairs of faculty members who wish to offer a Cornerstone Learning Community (CLC) for first-year students in fall 2008. Proposals should focus on a plan to integrate two Basic Studies courses. All CLC proposal ideas are welcome and will be given full consideration.

Stipends (in the amount of \$1,500 per faculty member who has not taught in the CLC program before and \$1,000 per faculty member who has already taught in the CLC program) will be awarded for the development of accepted CLC proposals.

Guidelines:

- If you are **applying to repeat the same CLC** (same faculty, same courses), please send us your syllabus, a letter of intent stating what (if anything) you would change, and the cover sheet with the required chairs' signatures.
- If you are creating a new CLC, please complete the entire description as outlined on the cover sheet.

Information to consider when developing a proposal*:

- CLC's will consist of three credit bearing courses (two discipline-based Basic Studies courses and one UNI course that is an integrative seminar). Courses will be assessed and graded separately, but should have one integrated syllabus that accommodates shared readings and at least one joint student project or activity.
- CLC's should create curricular coherence for first-year students by taking common themes that already exist among Basic Studies courses and making the themes explicit.
- CLC's are not team-taught courses, but do require a high degree of faculty collaboration and interaction.
- CLC's will be limited to an enrollment of 25 students each, allowing faculty to use student-centered teaching methods (such as seminar format) and to interact with students outside the classroom.

**The descriptions of the Fall 2007 Cornerstone Learning Communities are attached as examples of past learning communities.*

Timetable for Proposals:

- November 5th, 2007 – Call for Proposals
- January 26th, 2008 – Proposals due
- February 2nd, 2008 – Notification of accepted proposals
- April 29th, 2008 (Reading Day) – Required CLC workshop
- Summer 2008 – CLC course development

Cornerstone Learning Community (CLC) Proposal Cover Sheet

Please complete and send to Dr. Kemille Moore, Dean of University College (UNCW mail routing #5981) by January 26th, 2008.

Title of CLC:

Faculty Member & Dept.	ext. # and email	Basic Studies Course
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1.

2.

Description of CLC:

Please attach a one to two page description that includes the following:

- A brief summary of the CLC, suitable for a promotional brochure
- A description of the common themes and important links between the two courses
- How students will benefit from the linkage
- Types of join assignments you might foresee

Signatures of Faculty Members and Department Chairs:

Signatures indicate the faculty members' willingness to teach the proposed LC in fall 2008 and the chairs' willingness to allow the faculty members to do so.

Department

Department

Faculty Member Date

Faculty Member Date

Department Chair Date

Department Chair Date

Fall 2007 Cornerstone Learning Communities

#1 - The Arts and Sciences of Reflective Awareness

Dr. Tom MacLennan – Themes in Literature (ENG 290) 3 hrs – Literature

Ms. Tracy Pena – Introduction to Psychology (PSY 105) 3 hrs – Social & Behavioral Sciences

Dr. Jill Gerard – Integrative Seminar (UNI 105) 2 hrs

This learning community will expose students to both the arts and sciences of cultivating cognitive and affective awareness of their role in the larger world community. Through these courses, students will have an opportunity to critically evaluate current events from an arts and sciences viewpoint. Understanding both yourself and others is critical to functioning as an effective citizen of the world. Human beings are unique amongst living creatures in having the following: a conscience, imagination, independent will, and the capacity for reflective awareness, which is the brain's knowing what it knows. This capacity for reflection is the basis of both learning and adaptability. It allows us to review our knowledge and behaviors – and the knowledge and behaviors of others – and to make changes for the future based on the reflexive experience.

2 - Chasing the Fountain of Youth

Ms. Michelle Manning – Themes in Literature (ENG 290) 3 hrs – Literature

Ms. Wendy Esposito – Introduction to Gerontology (GRN 101) 3 hrs – Interdisciplinary Perspectives

Mr. Sean Ahlum – Integrative Seminar (UNI 105) 2 hrs

Living in a society that worships youth creates a societal dilemma. While young people embrace grandparents and other older persons with whom they have personal relationships, too often society harbors misconceptions and prejudices about what is meant by “being old.” These three courses will explore the beliefs, myths, and cultural attitudes about aging through the examination of media, literary genres, clinical data, and critical theory. Students will attempt to separate fact from fiction and to create an atmosphere where discussion, exploration, and self-discovery guide us toward understanding and knowledge about one of the largest growing segments of our society—the elderly. Students will learn how the choices they make now affect their emotional, physical, spiritual, educational, and financial future. *Students will explore geriatric issues through diverse and creative experiences, such as a kayaking and camping trip, fly fishing contests, dinner-and-a-movie nights, reading by award winning authors, and lessons from yoga and surfing enthusiasts. Only by exploring ourselves, and the way that our society creates paradigms, can we begin to process what growing old means, to our families, our communities, our culture, and – ultimately – to ourselves.

#3 - “Freudian Chip”

Ms. Laurie Patterson - Introduction to Computing and Computer Applications (CSC 105) 3 hrs – Mathematical Sciences

Ms. W. Elaine Hogan - General Psychology (PSY 105) 3 hrs – Social & Behavioral Science

Ms. Maggie Bannon – Integrative Seminar (UNI 105) 2 hrs

If you don't understand the title, you need to sign up! This Cornerstone Learning Community will include CSC 105 – Introduction to Computing and Computer Applications, PSY 105 – General Psychology, and UNI 105 - Integrative Seminar. Psychology is the scientific study of behavior, including mental processes. Throughout history, the human mind has been compared to the most advanced technologies in existence and today computers serve in that comparison. Computers not only help us to conceptualize the workings of the brain, they are important research tools that have made recent advances in the science of psychology possible. Students in this CLC will gain greater understanding of the use of computers in scientific research and a broader awareness of the contributions of the field of psychology to their lives. Sigmund would have loved it!

4 – Self & Society: Cultivating a Sociological Imagination through Creative Writing

Dr. Donna King – Introduction to Sociology (SOC 105) 3 hrs – Social & Behavioral Sciences

Mr. Tim Bass – Introduction to Creative Writing (CRW 201) 3 hrs – Fine Arts

Ms. Amy Hathcock – Integrative Seminar (UNI 105) 2 hrs

Most first-semester college students probably would associate the word “social” with parties. This CLC will offer the students a broader exploration of the word through studying and writing about human society and social behavior. That includes parties – and so much more. Sociology and Creative Writing share an important theme: the study of the human condition, be it societal or personal. This CLC will link the scientific study of human society with the practice of creative writing. In SOC 105, students will delve into the meaning of “society” and examine social behavior. In CRW 201, students will write essays, poems, and short stories about their own new “society” – the university community – and their behavior in it. The goal is to connect the students' understanding of society to their role in it.

#5 - Truthiness in Latin America: Is the Left Right?

Dr. Jennifer Horan – Politics and Government in Global Perspectives (PLS 111) 3 hrs – Social & Behavioral Sciences

*Ms. Elizabeth Irvin – *Intermediate Spanish (SPN 201) 3 hrs – Language*

Dr. Jorge Figueroa – Integrative Seminar (UNI 105) 2 hours

This learning community examines the contemporary politics and culture from the comparative (country centered) and international perspectives using a regional focus. It will simultaneously enhance language skills that are critical for serious comprehension of these cultures and politics. The common themes found in these courses include the politics and language, cultural traditions (music, dance, religion, food, social customs), and in particular, the political literature of Latin America (Allende, Garcia Marquez, Vargas Llosa). Students in this learning community will gain exposure to people of different cultures. This has the potential to enhance their levels of political tolerance. Students will also gain an enhanced understanding of the consequences of political decision-making and how those consequences transcend domestic boundaries.

*** Please note: Two or more units of high school Spanish are required for this CLC, and the UNCW Spanish placement exam is waived for students who meet this requirement.**

#6 - Reading, Writing, and Arithmetic: Moving Education into the 21st Century

*Dr. Kelli Slaten – Basic Concepts of Mathematics (MAT 141) 3 hrs – *Mathematics*

Ms. Michelle Manning – College Writing and Reading I (ENG 101) 3 hrs – Freshmen Composition

Dr. Jill Gerard – Integrative Seminar (UNI 105) 2 hrs

Designed primarily for pre-education majors, this learning community explores and analyzes contemporary and historical issues and controversies in education. Extending beyond the confines of a traditional ENG 101 and MAT 141, students will be given the opportunity to examine how media portrays the teaching process and the role of the teacher, to learn the historical significance and implication of the fascinating world of mathematics, to conduct field observations in classrooms, to meet talented educators, and to work with area students in order to begin processing their own approaches to teaching. From test anxiety to time management and beyond, students will gain insight into strategies that make them better students while preparing them to bring those insights into their own future classrooms.

*** Please note: this math will not count for some majors, especially those that are science, business, nursing or math based.**

#7 - The Soundtrack of History: German Music and Literature

Dr. Barry Salwen – Survey of Music Literature (MUS 115) 3 hrs – Fine Arts

Dr. Raymond Burt – German Literature in Translation (GER 209) 3 hrs – Literature

Mr. Greg Steele – Integrative Seminar (UNI 105) 2 hrs

“The Soundtrack of History: German Music and Literature” will take students on a journey beginning with the Baroque and moving through the Enlightenment, Romanticism, and into the fragmentation of the 20th century. The focus of the course will be German music and literature from the early 18th to the late 20th century. Students will simultaneously read texts (in English translation) and hear music from these eras, as well as examine European cultural and historical movements as exemplified in the works. Students will receive a firm education in cultural history, knowledge that will enable them to examine common themes and problematics, and to experience what is constantly new in the way artists in different disciplines deal with their topics.

#8 - Talking Heads: Law, Politics and Public Speaking

Mr. Phil Bruschi – Public Speaking (COM 110) 3 hrs – Language

Mr. Michael Haas – Contemporary American Political Issues (PLS 202) 3 hrs – Social and Behavioral Sciences

Mr. Riley Walker – Integrative Seminar (UNI 105) 2 hrs

This learning community will allow students to explore public policy issues in depth and provide practice in communicating their ideas about these issues to the public. PLS 202 will focus on such areas as the upcoming 2008 Presidential Campaign, the War in Iraq, Climate Change and other issues of importance to American society. COM 110 will introduce students to the impact of informative and effective speeches. In addition, public policy issues will serve as topics for the preparation and delivery of speeches. All three courses will build on the other two by utilizing some shared activities and common readings or films. In addition, public policy issues will serve as topics for the preparation and delivery of speeches.

#9 - What It All Means: Understanding the Universe through Science and Science Fiction

Dr. Tim Black- *Understanding the Universe (PHY 292)* 3 hrs - *Will be substituted to count as a non-lab physical science

Ms. Lee A. Tatum- *German Literature in Translation (GER 209)* 3 hrs – Literature

Mr. Larry Wray – *Integrative Seminar (UNI 105)* 2 hrs

What is the meaning of life? This is the most important and most fundamental question every person must answer. Secular humanism is a philosophy that asserts that the meaning of life is a human question that requires a human answer and it is the goal of intellectual struggle throughout life to find it. The sources of this philosophy are the nature of physical reality and the experience of being human in the midst of this reality; as revealed in science, literature and art. This learning community is an examination of those sources. *Understanding the Universe* surveys the history of scientific inquiry in western civilization—the methods and conclusions we have constructed over the course of the last 2000 years—culminating in an exposition of the modern scientific synthesis: the state of our understanding of the universe in the early 21st century. *German Literature in Translation* probes the literary roots of secular humanism through English translations of German Romantic and Modern authors (works of fantasy, the supernatural, and the surreal, from Grimm fairy tales to Kafka), as well as fantasy and science fiction by English and American authors (Bradbury and Gaiman) who were influenced by them.