

## **Call for Proposals for Fall 2009 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 2009. 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.

### **Requirements and Timetable for Learning Communities:**

- Beginning of Fall 2008 Semester – Call for Proposals
- January 9<sup>th</sup>, 2009 – Proposals due
- February 6<sup>th</sup>, 2009 – Notification of accepted proposals
- April 28<sup>th</sup>, 2009 (Reading Day) – Required CLC workshop
- Before June 1<sup>st</sup>, 2009 – All three professors of LC meet with Associate Dean of Curricular Programs
- Summer 2009 – CLC course development
- August 15<sup>th</sup>, 2009 – Course syllabi and proposed budget for any planned experiential education opportunities due to University College.

## Cornerstone Learning Community (CLC) Proposal Cover Sheet

*Please complete and send to Dr. Scott Amundsen, Associate Dean of Curricular Programming for University College (UNCW mail routing #5981) by January 9<sup>th</sup>, 2009.*

### Title of CLC:

<b>Faculty Member &amp; Dept.</b>	<b>ext. # and email</b>	<b>Basic Studies Course</b>
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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 joint 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. Teaching a Basic Studies course in Cornerstone Learning Communities is part of the faculty members' regular teaching load funded by the academic department.

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Department

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Department

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Faculty Member                      Date

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Faculty Member                      Date

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Department Chair                      Date

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Department Chair                      Date

## **Examples of Past Cornerstone Learning Communities**

### **“All the World’s a Stage...”: Sociology and Theatre in the Analysis of Social Events**

In both sociology and theatre, we study playing roles for an audience. In fact, sociologist Erving Goffman states that we are “all better actors than we know how.” This learning community will encourage students to examine the social world and their own lives through the lenses of both sociology (SOC 105) and the theatre (THR 121). We will be reading and studying the play, *The Laramie Project*, which introduces several important social issues dealing with diversity, discrimination, and community. As we learn about our social lives and our places in the community, the play will assist us in learning about the power of community, social interaction, and social structures on our individual lives.

### **Behavior, Bodies, & Crime**

This LC is an integration of Introduction to Criminal Justice (CRM 105) and Introduction to Anthropology (ANT 105), where we will explore theoretical topics on the meaning of culture, social organization, ritual behavior, and reasons for aberrant behavior, with a particular focus on American drug and gang subcultures. Technical topics include methods of crime scene evidence collection compared to death scene human remains recovery and analysis. Integrated topics involve legal case development, forensic scientists as testifying expert witnesses, and the courtroom use of evidentiary materials such as crime scene artifacts and human remains.

### **Chasing the Fountain of Youth**

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 (ENG 290, GRN 101, and UNI 105) 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.

### **The Lure of the Sea**

Maritime history and maritime literature have always been intertwined, forming an important chapter in human history. We will trace the development of our important literature and its fascination with the sea from ancient Greece to modern America, and in doing so, arrive at a better understanding of our own attraction to the aquatic world just four miles from UNCW. The fiction, drama, and poetry we read in ENG 290 will often parallel the historical developments explored in HST 271.

### **Nudes & Nouns: What You See is What You Write**

This Learning Community will combine the introductory freshman composition course (ENG 101), which focuses on writing reflective responses to non-fiction writing, with a general survey of the history of art from the early days of the Renaissance through the glory days of Impressionism (ARH 202). The essays students will read in ENG 101 will vary from standard art reviews to more controversial discussion of modern art and culture art studied in ARH 202. In the Art History class, students will also talk about the essays and how they relate to the content being discussed. These two courses will be closely linked and students will benefit from discussing art, writing, and their responses from a variety of perspectives. Another valuable benefit of this learning community will be that students will explore how to write about visual experiences, a skill not taught in many classes, which has widespread real world application. There will be numerous joint co-curricular activities, such as films about artists, trips to local and regional museums, and visits with local artists.

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

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.

### **Science, Technology & Western Civilization**

This learning community examines the connections between science and technology and the historical development of western civilizations. This community includes a History course (HST 102) which introduces you to critical ideas and events of western civilization from the wars of religion up to the here and now. At the same time, you will take a Physics laboratory course (PHY 105) which will explore the scientific content of some of the great advances of the last 400 years. You will investigate the thesis that the growth of scientific knowledge and its application in the form of improved technology is what distinguishes the west from other human civilizations. You will also learn that science, far from being a dry and value-free subject, is practiced by humans - ones who have quirks, faults and passions just like the rest of us. The Integrative Seminar course (UNI 105) is the nexus point for the learning community. This course requires you to apply college-level research, study, critical thinking, and writing skills to the material presented in the other two courses. The goal of UNI 105 is for you to learn how to be successful in this learning community, your other courses this semester, and throughout your career here at UNCW.

### **Self & Society: Cultivating a Sociological Imagination through Creative Writing**

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.

### **The Soundtrack of History: German Music and Literature**

"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 20<sup>th</sup> century. The focus of the course will be German music (MUS 115) and literature (ENG 290) from the early 18<sup>th</sup> to the late 20<sup>th</sup> 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.

### **Talking Heads: Law, Politics and Public Speaking**

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.

### **World Wide Wellness: The Integration of Technology, Culture, Mind, Body & Spirit\***

***\*Students in this learning community will have to purchase a Tablet PC to be used in these classes.***

Are we really the masters of our own destinies? How does our environment influence our choices? With so many factors working against us, how can we make healthy choices? Does where we live have more to do with our decisions than we think? This learning community combines a College Writing and Reading course (ENG 101) with a Physical Activity and Wellness course (PED 101), as well as the university's Integrative Seminar (UNI 105). Join us as we challenge your mind, body, and soul and explore how our culture influences your choices and decisions. Expect to explore visual and written arguments about gender, sexuality, body image, consumerism, race, and class in everything from magazines to nutrition labels to the World Wide Web. Using Tablet PC's and other technologies, students will learn strategies to pursue lifelong wellness in the intellectual, physical, social, spiritual, and physical dimensions. Students will participate in a variety of experiences such as wall climbing, yoga, walking, a ropes course challenge, dinner-and-movie nights, and healthy cooking classes. Other possible activities may include fly fishing demonstrations, canoeing or kayaking, and trips into local communities to conduct field research. Students may be asked for an additional fee to cover some costs. Accommodations will be made for students with disabilities and/or special needs.