

From: Form Approvals <suuniversityregistrar@gmail.com>
Sent: Monday, March 18, 2019 3:23 PM
To: UC CAP
Subject: Curriculum Request for your review

REQUEST [#34](#) | RECIPIENT: 6 of 8 | JAN 28, 2019

New and Existing Course Proposal

UCCAP- Please review this proposal for approval

You have been requested to review the following:

Requestor:	savannah.griffin@stetson.edu
Submitter Name:	Savannah-Jane Griffin
Which program will house this course? :	Other
Is this a new course or a change to an existing course?:	New
Course title::	Global Citizenship: Individual, Community, World
Course Prefix::	First Year Seminar (FSEM)
Grade Mode:	Standard (letter grades)
Units/Credits::	1 Unit
Course Type::	Seminar (must be selected if FSEM/JSEM)
Instructional Method::	DI-Discussion Intensive
Course Description (approximately 100 words). This will display in the catalog ::	Today, more than ever before, globalization is part of our everyday local lives. We are linked to others on every continent: • socially through the media and telecommunications • culturally through movements of people • economically through trade • environmentally through sharing one planet • politically through international relations and systems of regulation. In a fast-changing and interdependent world, education can, and should, help people to meet the challenges they will confront now and in the future. Global Citizenship is essential in helping people rise to those challenges. In this course we will define global citizenship. We will discuss what steps need to be taken in order to prepare to become a global citizen. We will reflect on what it means

	to be an individual, what it means to be a citizen in your local community, and what it means to be a citizen in the world.
Please list any prerequisites for this course::	None
Please list any co-requisites for this course if applicable::	None
Please list course restrictions here::	Other
If "Other" restriction is selected, please describe the restriction(s) here::	First-Year Only
Does this course require international travel?:	No
Please state the justification for this new course::	My course is designed to meet the learning outcomes required of First Year Seminar courses. I have been asked to teach in order to meet the demand of the incoming class size.
Does this course have an equivalent in another department?:	No
Does the subject matter of this course overlap with an existing course(s) in another department? Does the course potentially affect other departments in other way(s)? If yes : list courses, department chair and date of conversation. :	No
Does course involve change to degree requirements (prerequisites, co-requisites, major or minor or other program and/or degree)? :	No
Does this course affect students in any other program or department outside of the college/school?:	No
List any new resources required::	N/A
List any additional space, library materials and/or additional costs associated with this course::	N/A
Please list the learning outcomes of this course::	Writing, Information Fluency, Speaking, Critical Thinking
Which designation are you seeking for this course?:	FSEM- First Year Seminar (includes WE)

1.1, Writing, Students can write effectively to a variety of audiences and for a variety of purposes.:

Students in this course will complete a variety of writing assignments including: Reading Journal: Students will be required to post one weekly reading journal entry through Blackboard. In the reading journal entries they are to reflect on the weekly reading assignments. Questions from the reading will be provided weekly for them to reflect upon. I will be giving them regular feedback on their writing weekly. World News Discussion Board: Students will post once a week on the Facebook Group discussing a topic they learned through watching/reading world news. Students will also be required to comment on at least two other classmates' posts per week in order to receive full credit. I will be giving them feedback on a regular basis on their posts. Short papers: Students are required to write 3 short papers. These papers will focus on topics that we will be covering through the reading and course content. The papers will be at least 3-4 pages in length. For each paper there will be a timeline where students will have to provide sources for approval, they will have the first draft due in class for peer review, and then they will submit their final draft for grading. For their first short paper they will submit a draft to me after they have completed the peer review process and then I will meet with them individually to provide feedback on their writing. They will then have an opportunity to make edits and submit a final draft. Final paper: Students will write a 5-6 page action plan for community involvement and global citizenship based on readings and community engagement experiences. This is a culminating assignment that they will be working on throughout the course of the class. They will be able to use writing pieces from their short papers and their reading journals to incorporate into their final paper. Students will have a structured timeline of when they should be working on certain sections of their final paper. They will submit drafts of portions of their paper for me to review and provide feedback on throughout the course of the class. Towards the end of the class they will compile each section with my feedback to draft their final paper. They will have time in class for peer review and then they will submit their final paper. I will strongly encourage my students to utilize the writing center and will intentionally pair the students up with their peers, to ensure the peer review process is beneficial to each student. I will provide the writing rubric to my students when they are given the assignment, so they are clear on the expectations I have for them.

2.1, Information Literacy, Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand.:

Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand. In the beginning of my course I will take my students to duPont-Ball Library to have one of the librarians give a presentation on information literacy and fluency. Last year I had Grace Kaletski-Maisel present and she created a webpage of resources for my class (<http://guides.stetson.edu/c.php?g=522746&p=5120917>). She presented on being able to identify sources that were credible, as well as how to find sources that aligned with the assignments they would be given in my course. Students will be able to practice the skills they have learned from this presentation, through their World News Discussion Board posts, their World News Paper, and their Community Issue presentation.

3.1, Speaking Students can speak in an understandable, organized,

Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or

and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion.:

support a conclusion. This course is discussion-based, where students will be required to express their ideas on issues facing our local and global community in the classroom on a regular basis. They will also be required to complete one group oral presentation and one individual oral presentation. I will be using Stetson's Speaking Rubric to assess the students ability to organize their thoughts and deliver them in an engaging way.

4.1, Critical Thinking Students, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions.:

In this course, students will be reviewing the Community Agenda Snapshot of Volusia and Flagler Counties (<http://www.agendavf.org/2017Snapshot.pdf>), which is a report that highlights data around education, health care, elder care, poverty, and domestic violence in our community. After reviewing and analyzing the report, students will be placed in groups focusing on one of the issues that was identified in the report. They will have to complete research on the issue and prepare a presentation that will be given to the class that focuses on the specific issue, why it's an issue in our community, and what they could do as college students to help solve or alleviate that issue in our community. Through the course of the class students will also be reading and watching world news and posting and sharing their reaction to the articles on our Discussion Board. Students will have to choose one World News Topic from the Discussion Board, research 3-4 different sources, and identify at least two different perspectives on the topic. They will then write a 3-4 page essay in which they describe the event and fairly present the two different positions they researched. Finally, the student will present their position on the event while support their analysis with references to their research.

As part of the FSEM experience, the FSEM instructor will participate in the following activities: Engage in a 30-minute meeting with each student during the first few weeks of class Ensure that each student has had a private meeting after the first month of class Organize at least one out-of-class experience Engage in activities designed to create community in the classroom The FSEM instructor will build relationships with students in the FSEM course in the following way(s)::

I will coordinate 1-on-1 meetings with my students after the first week of classes. The purpose of this meeting is for them to know where my office is located, for me to give them feedback on their first written assignment, to process their strengthsfinder report with them, and for me to check in to see how they are doing transitioning into Stetson University. The week that midterm grades are released, I will schedule 1-on-1 appointments again to give them feedback on their first draft of their World News paper, touch base on how they are doing in the class, and to give them additional resources on campus if they are struggling academically. There is a community-engaged learning component to my FSEM as well, where as a class we will go to the Chisholm Community Center and facilitate the activities for the Kilometer Kids Program, which is a program that promotes exercise and healthy eating for youth ages 6-11. In the past, this has been a great team building activity for my class, while also educating them on services that are provided to our community. As the students are researching issues in our community, as a class we identify one additional community engagement project to complete as a class. Last year we went to the Spring Hill Community Garden and learned about its purpose and how to build and maintain a community garden. Then my students helped plant seeds in the 32 garden beds. Two years ago my class went to the Children's Home Society to pick up debris from Hurricane Matthew. Towards the middle of the semester we complete a tour of Downtown DeLand, where I show them many of the murals and discuss their historical significance. We also walk through the Old Historic Volusia County Courthouse, where they observe many of the historical paintings, view the old courtroom, and get to meet the supervisor of elections. We also look at the sculptures located downtown and I share

	<p>the history behind that program. On our way back to campus we stop to get ice cream at one of the local ice cream shops Downtown. Right before our final presentation I took my class to the Office of Religious and Spiritual Life and had Chaplain Sensei Morris Sekiyo Sullivan lead the class in meditation 101. Many of my students expressed how impactful this experience was on their mental and physical health and how they plan to use this contemplative practice in the future to manage their stress and anxiety.</p>
<p>The following student services will be integrated in the FSEM: [Identify one or more]:</p>	<p>- Writing Center - DuPont Ball Library Services - Religious and Spiritual Life - Academic Success Center Services - Community Engagement</p>
<p>Describe how you intend to integrate student services in your FSEM::</p>	<p>In the beginning of my course I will take my students to duPont-Ball Library to have one of the librarians give a presentation on information literacy and fluency. I will also show my students at that time where the Academic Success Center and the Writing Center are located. Last year I had Grace Kaletski-Maisel present and she created a web page of resources for my class (http://guides.stetson.edu/c.php?g=522746&p=5120917). She presented on being able to identify sources that were credible, as well as how to find sources that aligned with the assignments they would be given in my course. I give a presentation on Volusia County in my course where I highlight important facts and data about our community. During this presentation I also share how students can get involved in the community through our Center for Community Engagement. Right before the students final presentations I will take my class to the Office of Religious and Spiritual Life and have one of the Chaplains lead the class in meditation 101. Many of my students in the past expressed how impactful this experience was on their mental and physical health and how they plan to use this contemplative practice in the future to manage their stress and anxiety.</p>
<p>Please go to the Writing Program website for additional information on Writing Enhanced courses. Your proposal will be sent to the Director of the Writing Program for approval. Referring explicitly to the goals of a WE course, explain how the course merits the WE designation::</p>	<p>In order for this course to meet the WE designation, I have incorporated a variety of writing assignments, which will help students ultimately become better writers. See the list of writing assignments listed below: Reading Journal: Students will be required to post one weekly reading journal entry through Blackboard. In the reading journal entries they are to reflect on the weekly reading assignments. Questions from the reading will be provided weekly for them to reflect upon. I will be giving them regular feedback on their writing weekly. World News Discussion Board: Students will post once a week on the Facebook Group discussing a topic they learned through watching/reading world news. Students will also be required to comment on at least two other classmates' posts per week in order to receive full credit. I will be giving them feedback on a regular basis on their posts. Short papers: Students are required to write 3 short papers. These papers will focus on topics that we will be covering through the reading and course content. The papers will be at least 3-4 pages in length. For each paper there will be a timeline where students will have to provide sources for approval, they will have the first draft due in class for peer review, a second draft for me to review, and then they will submit their final draft for grading. For their first short paper they will submit a draft to me after they have completed the peer review process and then I will meet with them individually to provide feedback on their writing. They will then have an opportunity to make edits and submit a final draft. Final paper:</p>

Students will write a 5-6 page action plan for community involvement and global citizenship based on readings and community engagement experiences. This is a culminating assignment that they will be working on throughout the course of the class. They will be able to use writing pieces from their short papers and their reading journals to incorporate into their final paper. Students will have a structured timeline of when they should be working on certain sections of their final paper. They will submit drafts of portions of their paper for me to review and provide feedback on throughout the course of the class. Towards the end of the class they will compile each section with my feedback to draft their final paper. They will have time in class for peer review and then they will submit their final paper. I will strongly encourage my students to utilize the writing center and will intentionally pair the students up with their peers, to ensure the peer review process is beneficial to each student. I will provide the writing rubric to my students when they are given the assignment, so they are clear on the expectations I have for them.

Describe how this course serves to strengthen student written communication or what specific disciplinary writing features the course teaches::

In this course, I provide a variety of different writing opportunities including: reading journals, an Eporfolio, discussion board posts, a research paper, two self-reflective papers that are based on the readings, and one final culminating paper that students build on throughout the semester. This gives students the opportunity to learn how to write in different settings.

Describe how revision is incorporated into writing assignments; which writing projects will require revisions; and how feedback will be provided and by whom::

Short papers: Students are required to write 3 short papers. These papers will focus on topics that we will be covering through the reading and course content. The papers will be at least 3-4 pages in length. For each paper there will be a timeline where students will have to provide sources for approval, they will have the first draft due in class for peer review, a second draft for me to review, and then they will submit their final draft for grading. For their first short paper they will submit a draft to me after they have completed the peer review process and then I will meet with them individually to provide feedback on their writing. They will then have an opportunity to make edits and submit a final draft. Final paper: Students will write a 5-6 page action plan for community involvement and global citizenship based on readings and community engagement experiences. This is a culminating assignment that they will be working on throughout the course of the class. They will be able to use writing pieces from their short papers and their reading journals to incorporate into their final paper. Students will have a structured timeline of when they should be working on certain sections of their final paper. They will submit drafts of portions of their paper for me to review and provide feedback on throughout the course of the class. Towards the end of the class they will compile each section with my feedback to draft their final paper. They will have time in class for peer review and then they will submit their final paper.

Describe how students will be finding, evaluating, and incorporating outside source material into their written texts::

Specifically for their World News Short Paper they will be required to select one world news topic that they found most interesting during the World News Discussion Board. Utilizing the resources and databases shown to them in a presentation that the library will provide during class time, they will research 3-4 different sources, they will read about this event to identify at least two different perspectives on the topic. They will provide the sources selected for approval by the professor, before they begin writing the paper. Then they wil write a 3-4 page

	<p>essay in which they describe the event and fairly present the two different positions they have researched. Finally, they will present their position on the event. They will be required to support their analysis with references to their research.</p>
Describe how much students' written work will count toward the final grade::	<p>Writing makes up 80% of their final grade. The writing assignments vary, I have starred the assignments below that involve writing.</p> <p>GRADING CRITERIA PERCENTAGE</p> <p>Class Participation and *Journal Entries 15% *World News Discussion Board 15% *Paper 1 - Define your Life Purpose 10% *Paper 2 - Strengths and Career Goals 10% *Paper 3 – World News Current Event 10% Group Project – Community Issue 10% *Paper 5 – Final - Global Citizenship Plan 15% Final Presentation 10% *Eportfolio 5% Total 100%</p>
College/School- Faculty with no affiliation chose the School/College that is most closely affiliated to your course.:	College of Arts and Sciences
Will this course have a General Education designation?:	Yes
Course Number (if unknown, use 1xx, 2xx, 3xx, 4xx, 5xx, or 6xx)::	100
Please list any additional information that would be helpful for curriculum review::	<p>I have taught this FSEM for five years and completed the fast track form in order to teach the course annually. Over the years I have collected statements from my evaluations that I'd like to share with the curriculum committee: - "The volunteer opportunities and the world news post helped me learn what it meant to be a global citizen. I also loved reading the book for our Value's day author, it provided such a unique and special opportunity that I am really grateful for." - "Professor Griffin's style of interactive learning was extremely beneficial in the learning process for this course. The frequent mentor meetings were very helpful for feedback as well as for navigating college life as a freshman student. Professor Griffin cares deeply about her students and is a helpful mentor for first year freshman. I wish she taught more courses here at Stetson, she is truly an insightful instructor and I have learned a lot from her FSEM course!" - "I learned a lot about our school, DeLand, and the world as one giant community. In learning more about these subject areas I've become more involved with the school and community. This course made me realize I might prefer to work with international business and has opened me up to taking different courses I wouldn't have otherwise considered." - "Reading books that made you think about everything going on. The course was amazing. Volunteering like we did was amazing too! having outside, real-word experiences really helped to give meaning to the class. I loved the nontraditional seating. taking us to see the murals and explore Deland was a great way to transiton us into college. Thank you for everything!" - "The aspects of this course that helped me learn the most were the hands on activities paired with the books we were required to read. Everything tied together very nicely which made the course a lot more simpler than I anticipated. I love this class. My favorite class so far. Also, Savannah is another aspect that helped me learn the most in this class. Her one on one meetings throughout the semester was a way to show she cares about her students. She really did care about every single one of us whether it was for her class or any of our other classes.</p>

It's great to create good relationships with our professors in order to have a successful learning experience."

Approve

Decline

Comment

This is an automated email sent by formapprovals.com; do not reply to or forward this email. You are receiving this email because you have been nominated as a workflow participant by suuniversityregistrar@gmail.com