

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

REQUEST [#37/2](#) | RECIPIENT: 6 of 8 | FEB 19, 2019

New and Existing Course Proposal

UCCAP- Please review this proposal for approval

You have been requested to review the following:

Requestor:	jharrisduff@stetson.edu
Submitter Name:	Joanne Harris-Duff
Which program will house this course? :	Other
Is this a new course or a change to an existing course?:	New
Course title::	Kindred Spirits: Women in Literature
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 ::	Fiction, poetry, and drama by diverse women writers from around the world. Readings include social, cross-cultural frameworks for the comparative study of women and gender.
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
Describe the transition plan for current students and the plan to communicate this change to relevant stakeholders::	N/A
Please list the learning outcomes of this course::	1. Examine publications by and/or about women that informs gendered identities 2. Discuss both historical views and societal views regarding gender roles as well as its broad definition. 3. Consider how women are viewed and view themselves. 4. Express the way society and literature impact one's gender development, and vice versa. 5. Develop an increased appreciation and awareness of the images of women in literature.
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.:	Reflective Writing Assignments: Students will complete six short 2-3 page reflective writing assignments throughout the semester in preparation for their final paper. These papers will count for 60% of their final grade. Each paper must be double-spaced and will follow standard MLA format. Students will follow this specific structure in an effort to prepare them for class discussions and dialogue across

difference. In each paper students will determine, analyze, and evaluate the gender messages. Papers should have a clearly stated thesis statement in its first paragraph. Each paper will be evaluated on audience, grammar, organization, presentation, spelling, and style as well as content. Each student will have an opportunity to meet with me in an effort to provide feedback regarding their writing assignments. Students will then have an opportunity to make edits and submit a final draft. Final Reflection Paper This 5-6 page final reflection paper is in place of a final exam for the course. The paper will be a measure and evidence of what students have learned as a result of the course. The final paper will count for 20% of their final grade. Students will demonstrate the following course outcomes have been met: 1. Examine the development of gender norms, identities, and roles as they are shaped by engendering language, silence, and voice, race and ethnicity, sexuality, resistance and transformation throughout literature. 2. Analyze various literary works by and about women for what they say about gender. 3. Demonstrate an understanding of the influence that theories about and definitions of gender have on writers' beliefs about gender and about themselves. 4. Express the way society and literature impact one's gender development. 5. Examine one's own ideas about gender and how literature has shaped their lives presently and how it will shape their lives in the future. In the final paper students will write about what they have learned, in particular connecting their individual analysis of their learning to these course objectives. Students will not only write a factual synthesis and description, but more importantly about their own opinions, and how they evolved throughout the course (either changing or becoming stronger). Students will also have an opportunity in their final paper to write about how they were able to take responsibility for their own learning and for challenging themselves throughout this course. The final grade will reflect how well each student synthesized the different aspects of the course (oral presentations, assigned readings, readings beyond what was assigned, participation in and outside of class activities, cultural engagement and getting to know a wide range of people in and out of the classroom).

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 each assignment, both writing and classroom discussions. In the beginning of the course students will visit the duPont-Ball Library to have one of the librarians give a presentation on information literacy and fluency. Students will be able to practice the skills they have learned from this presentation, while completing their reflective writing assignments, dialogue across difference, group discussion, and final reflection paper.

3.1, Speaking Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion.:

I will divide the classroom into small groups. These groups will each be given reading assignments to discuss, present, and initiate dialogue as it relates to the text. Participating in group dynamics provides an understanding of team learning inherent in small group interaction. Using unstructured learning environments students will engage in intense group interactions to learn from one another. Students will get several opportunities to reflect upon their learning and communication styles and the impact they may have on others.

The goal is to acquire a better judgment, understanding, and competence to be better communicate their own and others' learning in a variety of group situations. Classroom discussion and participation will count for 10% of their final grade. Each small group will complete a formal presentation about a literary work at the end semester as part of their final grade. Each group will determine, analyze, and evaluate a structured gender message that will be shared with the class which will count for 10% of their final grade.

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.:

Images of Women in Literature offers students an opportunity to read and examine publications by and/or about women that informs their gendered identity. Students will discuss both historical views and societal views regarding gender roles as well as its broad definition. They will also consider how women are viewed and view themselves, which is as a key component of this course. Discussion of reading assignments, films, and current events will assist in helping the students achieve the course outcomes. Students will develop an increased appreciation and awareness of the images of women in literature. More specifically, this course introduces students to representative works by and about women from historical, social, and literary perspectives as it seeks to inform students about gendered identities.

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 outline clear and concise assignments and expectations not only at the beginning of the semester, but also at the beginning of each class, both verbally and in writing. I will plan and schedule individual advising meetings with each student at the beginning of the semester before the drop/add deadline as well as during the midterm period. I will ensure my office hours are available to each students and encourage them to meet with me on a regular basis. To promote comfort in scheduling office hours, I will also encourage each student to utilize the Cross Cultural Center as an open, safe space in which they will be welcomed with kindness and respect. I will ensure each student is greeted kindly and with ease. In addition, I will work diligently to ensure I know every student's name and something special about them. There will be a cultural engagement component during the semester, where students will be engaged in an experience on campus which will be sponsored by the Office of Diversity and Inclusion or the Multicultural Student Council. Each student is expected to attend and participate as well as reflect on this cultural program. This will also allow me the opportunity to interact with students outside of the classroom in a more organic atmosphere. I will create a classroom environment that is respectful while also ensuring discussion guidelines are outlined both on the syllabus, and also at the beginning of each semester. When we discuss dialogue across difference throughout the semester, I will ensure to demonstrate this challenge by holding myself accountable in modeling this skillset. I will continue to review and remind students of the outlined Respect for Diversity statement at the beginning of the semester and frequently throughout the semester. The statement is as follows: Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my

intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that I can make arrangements for you.

The following student services will be integrated in the FSEM: [Identify one or more]:

- Writing Center - DuPont Ball Library Services - Cross Cultural Center - Title IX and Conduct - Academic Success Center Services - Counseling Center

Describe how you intend to integrate student services in your FSEM::

Before reading our first text, I will invite the Counseling Center to review the resources available for students as well as discuss the content of the reading assignments and dialogues that are related to substance abuse, sexual assault, and mental/behavioral health. <https://www.stetson.edu/administration/student-counseling/> In addition, I will also invite Title IX Office to review the resources available and the reporting process at the beginning of the semester. Students will have an opportunity to learn about the history of Title IX and the importance of the policy and procedures at Stetson. <https://www.stetson.edu/other/title-ix/> Students will also be introduced to Writing Center and Academic Success. Each student will be challenged with making an appointment with both offices in an effort to assist them in reviewing their first paper and/or to receive the necessary accommodations needed to complete assignments if needed. <https://www.stetson.edu/other/writing-center/> - <https://www.stetson.edu/administration/academic-success/> In addition to the departments/offices above I will also offer students a personalized tour facilitated by a student leader to ensure each students has an in person understanding of each resources outlined above at the beginning of the semester. I will coordinate with the following departments to ensure students can physically visit and be offered a presentation in their spaces during a class period: Religious and Spiritual Life, duPont Library, and the Cross Cultural Center.

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::

To ensure students meet the Writing Enhanced course guidance, students will complete six short 2-3 page reflective writing assignments throughout the semester in preparation for their final paper. When grading each short paper, I will make notes regarding sentence structure, grammar, and text sighting. I will offer this feedback in an effort for students to be more thoughtful when writing their next short paper and offer them an opportunity to utilize this information and to write a revision for the next assigned short paper. For example, a common error when completing a reflective writing paper is writing too many expletive constructions, which is also common for first year students. Expletive constructions utilize the use of “there are” or “there is” and using these while writing can eliminate the subject from the sentence and make the sentence overall poorly written. Each student will have an opportunity to meet with me in an effort to provide feedback regarding their writing assignments. Papers must be double-spaced and will follow standard MLA format. Students will follow this specific structure in an effort to prepare them for class discussions

and dialogue across difference. In each paper students will determine, analyze, and evaluate the gender messages. Papers should have a clearly stated thesis statement in its first paragraph. Each paper will be evaluated on audience, grammar, organization, presentation, spelling, and style as well as content. Students will then have an opportunity to make edits and submit a final draft. Students will write about what they have learned, in particular connecting their individual analysis of their learning to these course objectives. Students will not only write a factual synthesis and description, but more importantly about their own opinions, and how they evolved throughout the course (either changing or becoming stronger).

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

Students will write about what they have learned, in particular connecting their individual analysis of their learning to these course objectives. Students will not only write a factual synthesis and description, but more importantly about their own opinions, and how they evolved throughout the course (either changing or becoming stronger). Students will also have an opportunity in their final paper to write about how they were able to take responsibility for their own learning and for challenging themselves throughout this course.

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

Students will complete six short 2-3 page reflective writing assignments throughout the semester in preparation for their final paper. These papers will count for 60% of their final grade. When grading each short paper, I will make notes regarding sentence structure, grammar, and text sighting. I will offer this feedback in an effort for students to be more thoughtful when writing their next short paper and offer them an opportunity to utilize this information and to write a revision for the next assigned short paper. For example; a common error when completing a reflective writing paper is writing too many expletive constructions, which is also common for first year students. Expletive constructions utilize the use of “there are” or “there is” and using these while writing can eliminate the subject from the sentence and make the sentence overall poorly written. Each student will have an opportunity to meet with me in an effort to provide feedback regarding their writing assignments. Students will then have an opportunity to make edits and submit a final draft.

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

Students will utilize their texts, reading material from the duPont Ball Library, research materials in the Cross Cultural Center, and suggested films and documentaries also offered in the Cross Cultural Center. From these outside source materials, students will learn historical, philosophical, religious, and cultural information to help increase their understanding and appreciation of the assigned reading material. By the end of the course, students will be able to demonstrate knowledge of the texts, the author’s literary and social movements that produced them, and the elements of those texts, such as symbols, themes, and points of view.

Describe how much students’ written work will count toward the final grade::

Writing assignments make up 80% of their final grade. The writing assignments are reflective writing that will encompass, MLA style. These writing assignments will prepare students for discussion in and out of the classroom, which accounts for 20% of their grade. The writing assignments will also assist students in engaging in

dialogue across difference which is a staple outlined in Stetson's Diversity and Inclusion statement.

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::

I have taught first year seminar courses for the past 10 years. I taught at Mary Baldwin University and Bridgewater College. The courses that I taught have all been geared toward social justice and cultural education. For example, I taught Racism 101, Race, Gender and Class and Images of Women in Literature. In 2018, Bridgewater College challenged both alumni and current students to name their favorite professors. I was named by two of my students, who noted that they were exposed to books and authors they had never heard of before. They shared that the content of the books highlighted important aspects of the civil rights movement in the United States that the students were not aware occurred. My course reviews have always been stellar and I have been able to build strong academic relationships with my students in a professional and balanced manner.

Note the following comment(s) from earlier recipients:

as_cc@stetson.edu [approved] and said "course will include revision; description to be enhanced for FSEM web page."

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