

Call for Proposals for Fall 2016 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 2016. Proposals should focus on a plan to integrate two University Studies courses. All CLC proposal ideas are welcome and will be given full consideration. Please feel free to contact Maggie Bannon with any questions at bannonm@uncw.edu or 962.7200.

Summer Course Development Stipends (in the amount of \$1,000 for University Studies faculty members and \$750 for First-Year Seminar instructors) 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 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 University Studies credit bearing courses (two discipline-based University Studies courses and a First-Year Seminar course). Courses will be assessed and graded separately, but should have 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 University 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:

- Fall 2015 – Call for Proposals
- Monday, February 8th, 2016 – Proposals due
- Monday, February 15th, 2016 – Notification of accepted proposals
- May 2016 – Sometime during the month, all three professors of LC meet with Cornerstone Learning Communities Coordinator to discuss plans for community and steps for summer course development
- Summer 2016 – CLC course development
- Monday, August 1st, 2016– Course syllabi and proposed budget for any planned experiential education opportunities due to Cornerstone Learning Communities Coordinator

Cornerstone Learning Community (CLC) Proposal Cover Sheet

Please complete and send to Maggie Bannon, Cornerstone Learning Communities Program Coordinator, University College (UNCW mail routing #5981) by February 8th, 2016.

Title of CLC:

Faculty Member & Dept.	ext. # and email	University 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 promotional material
- 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 LLC in fall 2016 and the chairs' willingness to allow the faculty members to do so. *Teaching a University Studies course in Cornerstone Learning Communities is part of the faculty member's regular teaching load funded by the academic department.*

Department

Department

Faculty Member Date

Faculty Member Date

Department Chair Date

Department Chair Date

Examples of Past Cornerstone Learning Communities

Bugles, Belles, & Bullets: The Fact and Fiction of the American Civil War

The deadliest war in American history is known by many, primarily Southern, names. Some of them are “The Late Unpleasantness,” “The War of Northern Aggression,” “The Lost Cause,” “The Brothers’ War,” and “The War against Slavery.” Whatever the name, there is little doubt that the war fractured the United States and that the time period was rife with nationalism, inflammatory language and tales of suffering and hardship. Some of this fracture and hostility is in evidence almost 150 years later. The literature of and about this period reflects the history and the war’s impact on both individuals and cultures. The short stories, poetry and drama in Eng 290 will often parallel the studies in HST 105 and since we live in a historically significant area, there will be field trips as well as study of pertinent original documents. From a historical standpoint, we will examine the causes of the Civil War as well as social, military and political aspects of the war itself and its aftermath.

The Explorers: Cultural Anthropology and Global Citizenship

Using the classroom as a portal, students will investigate the diversity of different ethnicities, cultures, and societies and explore how societies create their own social, cultural, and political norms. This learning community will specifically focus on themes of coming of age, survival, social justice, displacement, crisis and other events that help to shape cultural and personal identity, perceptions, and adaptations, including adapting to college life. Through reading literature and texts, viewing documentaries, engaging in discussions, and participating in projects, students will also be challenged to enhance their understanding of their own cultures and identity, to confront their own cultural bias, and to consider their roles as global citizens. Students will participate in a low ropes challenge course, at least one field trip, and service learning projects.

EnviroMedia: Environmentalism in the Age of Big Media

The environmental challenges facing us today are great, ranging from climate change and rising sea levels to loss of global biodiversity. Yet, we also have a greater opportunity than ever before to meet these challenges head-on. Media has the potential to educate us about environmental issues regardless of where we are in the world. They can energize, empower, and organize us toward solutions to these issues. Media can serve to persuade and even drive public opinion and environmental policy. On the other hand, media often fail the environment through omission, misinformation, propaganda and even deception. Exposure to media is so pervasive that most of us are relatively unaware of the power that they have in shaping our lives. This is the focus of “EnviroMedia – Environmentalism in the Age of Big Media”. Using a hands-on approach, we will look at the science behind environmental issues through class discussions, field trips, and service-learning experiences. This will provide us with the foundation for critically examining how the media present environmental issues, whether in news, documentaries, feature films, or the simplest of blogs. The class will also *create* media about environmental issues addressed in the learning community through developing our own web pages, video, photographs, and blogs. Together, these will be shared via social media that will represent the work of the class.

Monkey in the Mirror: The Science and Ethics of Studying Ourselves

The tools of science are designed to filter out our biases and give us an objective, evidence-based understanding of the world. However, objectivity is a lot easier to achieve when we study, say, astronomy than when we look in the mirror to study ourselves (and our closest living relatives). Also, when we study astronomy, we don’t risk harming or abusing the rights of stars and galaxies; while the human sciences pose many ethical dangers. Students in this learning community will explore the methods, results, and difficulties of investigating human nature in ANT 105, studying human behavioral and cultural diversity from biological and evolutionary perspectives. While investigating what anthropologists and philosophers alike refer to as “the human condition”, students will learn how ethical theories are drawn from an understanding of human nature and develop the basic skills and methods of ethical reasoning in PAR 115. In addition to the research in theory and practice, students will conduct a joint class project where they examine accusations of unethical research in anthropology and formulate their own evaluation of a case study on both scientific and ethical grounds.

Progress & Particles

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 101) 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 101 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.

Mind Games: What Computer Games Do to the Brain, Behavior, & Society

What are you really learning from Wii Bowling? Why are games like Angry Birds so addictive? Who are video games marketed to, and how? What happens to your brain when you play Modern Warfare 3? What factors determine whether a game fosters pro-social behavior or fosters antisocial attitudes? Why do many parents dislike the video games their kids love? These questions and many more will be explored within the contexts of General Psychology (PSY 105) and Critical Issues in Contemporary Media (COM 160.) Building on a foundation of scientific psychological principles students relate first-hand experiences as video gamers to brain research, motivation, emotion, attention, memory, decision-making, intelligence, learning processes, cooperation, competition, evolution, personality, addiction, psychopathology, and mental health. Students will also incorporate the study of video gaming into the broader study of media trends, industries, laws, ethics, coding techniques and effects. This community will explore the multi-billion dollar video game industry that is one of the fastest growing areas of entertainment in the nation. After participating in this learning community, you will never see Mario Kart, Master Chief, your mind, or contemporary media the same way again. If you are ready to level-up, this community is for you.

Stretching Your Mind

How can we achieve balance in our lives? What can we do to enhance our health in every aspect; mind, body, and spirit? How does our environment influence our choices? How can we develop behaviors that will serve us well as we age? This Learning Community seeks answers to these questions and many more through the combination of General Psychology (PSY 105) and Physical Activity and Wellness (PED 101) with a concentration on Hatha Yoga techniques. In the PED 101 class, students will receive an introduction to the various aspects of Yoga, including Hatha Yoga postures, breathing techniques and deep relaxation. They will also develop their skills as informed health consumers and engage in the application of healthy choices regarding fitness, nutrition, personal safety, stress management, and weight management for the purpose of wellness, chronic disease prevention and improved quality of life. In PSY 105, students will be provided a sampling of the major subject areas of psychology, with an emphasis on the general principles and methods of psychological study. It is hoped that, as they explore the wide range of psychological research and learn the disciplines of yoga, students will increase their own self-awareness and their understanding of the determinants of their own behavior.

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.

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.

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.