

Rhode Island College
Annual Report of the Committee on General Education
May 9, 2018

Summer Assessment

The summer 2017 assessment project (led by Dr. Maureen Reddy) considered Writing in the Discipline and Critical/Creative Thinking. ([Full report](#)). The discussion revealed that understanding of CCT across disciplines is incomplete, and that the two components of the category would be better separated. A [summary](#) of COGE's discussion is also available.

Writing in the Discipline Focus Session

In response to the summer assessment, COGE held a [Focus Session](#) on Writing in the Discipline on October 20, 2017. This meeting resulted in the appointment of Michael Michaud to a one-year special assignment to collect data on WID and to increase awareness and visibility of the program.

Critical and Creative Thinking Focus Session

On April 11, COGE held a forum to consider revisions to the Critical/Creative Thinking category based upon the [summer assessment report](#).

Course Approvals

1. Proposal from Gender and Women's Studies Program: [GEND 262](#), "Lights, Camera, Gender!: Gender in Film," New Connections course.
2. Proposal from the Physical Sciences Department: [PHYS 120](#), "The Extraordinary Physics of Ordinary Things," New AQSR course.
3. Proposal from the Anthropology Department: [ANTH 235](#), "Bones and Stones: How Archaeologists Know," New AQSR course.
4. Proposal from Social Work: [SWRK 303](#), "Social Work Research Methods II." New AQSR course.

We continue to consider the appropriate level and prerequisites for courses in the AQSR category.

First Year Writing

Becky Caouette provided an [Annual Report](#) on the FYW program as well as [FYW Program Outcomes 2017](#).

Zubeda Jalalzai coordinated FYW while Becky was on sabbatical in the spring semester.

First Year Seminars

Julie Urda provided a [report](#) on the status of First Year Seminars. She is completing her three-year term as Director of FYS, and _____ has been appointed to lead FYS for the next three years.

Advising

The [*Advising Guide to General Education*](#) has been revised for Orientation 2018.

Respectfully submitted,

James G. Magyar, Chair

COGE membership 2017-2018

Name	Department	Constituency	Term
Denise Guilbault	Music, Theater, and Dance	Arts	2017-2019
David Espinosa	History	History	2016-2018
Olga Juzyn	Modern Languages	Language	2016-2018
Maureen Reddy	English	Literature	2017-2019
Stephanie Costa	Mathematics	Mathematics	2016-2018
James Magyar, Chair	Physical Science	Natural Science	2016-2018
Janice Okoomian	Gender and Women's Studies	Social and Behavioral Science	2016-2018
Tish Brennan	Reference	Adams Library	2017-2019
Julie Urda	School of Business	School of Business	2017-2019
Jeremy Benson	Educational Studies	Feinstein School	2016-2018
Sharon Galloway	Nursing	School of Nursing	2017-2019
Stefan Battle	BSW	School of Social Work	2017-2019
Michael Michaud	English	<u>Chair of Writing Board</u> (or designee)	NA
Becky Caouette	English	<u>Director of Writing</u> (or designee)	NA
Julie Urda	FYS	FYS Coordinator	NA
Holly Shadoian	VPAA	VPAA or <u>designee</u>	NA
Earl Simson	Faculty of Arts and Sciences	<u>Dean, FAS</u> (or designee)	NA
Vacant	Student	Student	2017-2018

Report on Summer 2017 Assessment Projects

By Maureen Reddy, Assessment Coordinator

Background

Among the results of the summer 2016 assessment project, which involved reading a representative sample of senior papers from across the college and scoring them on three General Education Learning Outcomes (written communication, critical and creative thinking, and research fluency), was the finding that faculty in different disciplines did not have a shared understanding of how critical and creative thinking might be demonstrated in a paper, nor did they agree on the various components of the research fluency rubric when applied to senior-level papers from disciplines other than their own. Further, in faculty discussions of that 2016 report--hosted jointly by the Committee on General Education (COGE) and the assessment coordinator during the 2016-17 academic year--it became clear that although we knew where in the curriculum the various learning outcomes were introduced, we did not know exactly where they were reinforced and developed in students' careers at RIC. Given that the General Education curriculum was specifically designed to be vertical—the learning outcomes are *college* learning outcomes, meant to be achieved by the end of each student's baccalaureate program—this uncertainty was problematic. A chief motive for revising the General Education program in 2012 was NEASC's requirement that the program be assessed; the new program responded to that requirement by identifying clear student learning outcomes, thereby making the program assessable. Given that the purpose of assessment is to improve programs in order to increase student achievement, the lack of agreement about how to measure these outcomes has stalled progress: we cannot improve the program without first understanding how well it is working and we can't understand how well it is working if we cannot agree on evidence of student achievement of learning outcomes.

The 2016-17 academic year was the fifth year of what many still call the “new” General Education Program, and therefore issues of assessment and improvement are becoming increasingly urgent. Further, anecdotal evidence strongly suggests that we are now at the point at which students—and many faculty members—do not have a real understanding of the purposes of the program and see it as an assortment of boxes that each student needs to check off in order to graduate. College-wide discussions of learning outcomes could help to remedy that problem, but those discussions are unlikely to be productive without better definitions and guidelines than we now have. The summer 2017 assessment project was created in cooperation with COGE to begin to address some of these issues.

The summer project built on work done by the chair of COGE during the 2016-17 academic year to gather information from departments about where various learning outcomes were addressed in their major (e.g., oral communication) and how their discipline would define critical and creative thinking. COGE put aside clarifying the research fluency rubric in order to defer to a committee already

working on a revision of that rubric to bring it in line with new guidelines on information fluency from the American Library Association. COGE did, however, look closely at the courses departments and programs had identified as their writing in the discipline (WID) courses and found that some programs still had no such courses approved by COGE and also that the WID webpage linked from the General Education webpage had many disabled or dead links. In addition, we had only a vague statement about WID courses to guide departments when they were asked to identify the department's WID courses. The chair of COGE and the assessment coordinator agreed to begin the work needed by holding two all-day discussion sessions with faculty members from across the college to develop recommendations and guidelines to address both WID and critical and creative thinking concerns. Participants in each session were provided with articles and other materials and asked to do some reading and thinking in advance of their session. The rest of this report focuses on suggestions that emerged from those two sessions.

Writing in the Discipline (WID)

Participants: Mikaila Arthur (Sociology), Jeremy Benson (FSEHD, Ed Studies), Praveena Gullapalli (Anthropology), Jeanne Haser Lafond (SoM, Accounting/CIS), Quenby Hughes (History), Rebeka Merson (Biology), Janice Okoomian (Gender & Women's Studies), Megan Smith (Psychology), Jeremy Thayer (SSW) Michael Michaud, chair of the Writing Board, attended a portion of the meeting and provided information to help guide the discussion.

The specific goals of this session were to describe clearly for COGE what all WID courses should include in order to: improve the mapping of GenEd learning goals, offer departments better guidelines as they develop/improve their WID requirements, make decisions about assessment of this GenEd requirement, and recommend resources.

Recommendations about what all WID courses should include:

Ideally, each department/program should identify at least two courses in which writing for the discipline is taught consciously. One should be at the sophomore level and one at the senior level. The lower-level course should include transparently-taught introductions to several forms of writing common to the field; the upper-level course should develop students' work in some of the forms of writing taught in the lower-level course. Every WID course should *teach* writing, not just assign and evaluate it, with students offered opportunities for drafting and revision and writing instruction incorporated into the class content.

Recommendations about COGE's next steps:

- Develop a statement for faculty members about implementing WID in general, aimed at allaying fears and clarifying requirements (for example, that statement should include the comments that not everything students write in a WID course must be graded, drafting could be peer-review based, writing assignments already in use can be modified to fit WID requirements)

by phasing an assignment, and so on, as well as a clear explanation of “writing to learn”).

- Develop a college-wide WID statement to be included on every program/department’s WID course’s syllabus and also on the General Education webpage.
- Ask that each program/department develop a program/department-specific WID statement to be included on the syllabi for their WID courses and also posted on the General Education webpage for WID courses. Emphasize that developing and explaining WID elements should be a *department’s* responsibility, not the work of a chair. To encourage department-wide conversations, perhaps COGE could offer lunch tickets for mini-retreats. Those conversations should center on several questions: why is writing important in our discipline? What does writing in our discipline look like (the rhetorical situation)? Where and how do we teach or should we teach writing in our discipline? COGE should develop a template for such statements.
- Develop a webpage designed for students that includes the answers to a series of common WID questions written by each department’s faculty, and that identifies the classes that qualify for WID status and why. (note: many other colleges and universities have such a page, and so there are good models from which we could work)
- Develop a compliance mechanism for courses designated as meeting the WID requirement (such as collecting and reviewing syllabi on a regular schedule).
- Sponsor an annual workshop for faculty teaching WID (in cooperation with the FCTL and the Writing Board).
- Recommend that each faculty member teaching WID attend at least one more extensive writing pedagogy workshop (again, FCTL and the Writing Board are resources for this possibility).
- Work with the Writing Center Director to investigate the possibility of having trained undergraduate peer writing mentors from different disciplines available for WID courses

Recommendations about coordination and assessment:

At least for the initial work, which is considerable, the college should appoint a faculty member to serve as WID coordinator (parallel to the FYS coordinator). That person would develop the WID website (see below for specific items to be included), gather materials from departments and work with those that ask for assistance in developing their WID statements, and facilitate continuing improvement for WID, including working with departments on assessment options. Assessment properly belongs with each program/department because the WID courses are part of their curricula. COGE and the assessment coordinator should encourage departments to include assessment of WID courses and to report results to COGE to help with ongoing assessment and improvement of the General Education program. Finally, we would like to see WID included and clearly identified on the Rhode Maps for each major.

Recommendations about specific elements of a student-facing WID website:

- General statement about writing at RIC and definition of WID
- Answers to questions for each department to address, and to include:
 - What is writing in the discipline of X?
 - Why is writing crucial to the discipline of X?
 - Why will learning about writing in the field help prepare students for the future?
 - What are some of the common writing tasks that someone in the discipline might encounter?
 - What are the courses that qualify for WID in the department?
- Writing Guides in the each discipline (brief; Harvard's 4-page model is useful), including common types of writing assigned in that discipline and a style sheet or link to a site with such a style sheet (e.g., MLA for English).
- Section on WID resources for students, including information about discipline-specific writing tutors and links to useful websites.

Critical and Creative Thinking (CCT)

Participants: Jeremy Benson (FSEHD, Ed Studies), Suzanne Conklin (Biology), Jeanne Haser Lafond (SoM, Accounting/CIS), Elisa Miller (History), Tamara Nopper (Sociology), Janice Okoomian (Gender & Women's Studies), Sylvia Ross (Nursing), Megan Smith (Psychology), Jeremy Thayer (SSW)

The specific goals of this session were to describe clearly for COGE definitions of critical and creative thinking that will be more useful than the ones we currently have; to devise a draft rubric for CCT learning outcomes to replace the current one; and to make recommendations about assessment of this GenEd outcome.

Recommendations about General Education overall:

A wide-ranging discussion about RIC students' understanding (or lack thereof) of the GenEd program and why they are required to take courses outside their majors resulted in a broad recommendation that COGE launch an ongoing information and marketing effort to explain the program and the meaning of a baccalaureate degree to both faculty and students. We might use the new "Cogitations" newsletter as a vehicle to reach faculty members. Further, the very term itself—"general education"—is neither interesting nor descriptive; perhaps using a term such as "breadth" (as the U of California system does) might be helpful.

Recommendations about critical and creative thinking outcome(s):

The group agreed that problems in assessing critical and creative thinking are rooted in the two learning outcomes being treated as one instead of separated. Although creative thinking requires critical thinking, they are not the same; yoking them together into one learning outcome does not make sense. As one participant put it, "Critical thinking is about being able to identify and explain the box that creative thinking demands that we think outside." Every program or department

includes critical thinking; not every program or department should be expected to include creative thinking. In some fields, the emphasis in the undergraduate years is properly on teaching the fundamental concepts and skills of the discipline, with creative approaches discouraged until those fundamental are mastered. We recommend that the two be revised into two distinct outcomes, each with its own definition and rubric.

The current critical and creative thinking outcome actually describes *only* critical thinking:

“Critical and Creative Thinking Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning.”

We recommend that the existing phrasing be dropped and that the following be substituted:

“Creative Thinking Students will be able to combine existing ideas, images, or expertise in original ways appropriate to the task at hand and work in an imaginative way characterized by a high degree of innovation and risk taking.”

“Critical Thinking Students will be able to actively and skillfully conceptualize, question, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.”

Recommendations about rubrics and assessment:

One of the chief difficulties raters experienced in scoring papers during the 2016 project was the limited number of options (0-4) on the rating scale. Research in the social sciences suggests that (1) people resist assigning a zero to an item they are scoring and (2) a seven-point scale is standard and offer a far more useful set of scores for analysis than does a four-point scale. However, there is no need to elaborate on every level of the 7-point scale; instead, one can treat 2, 4, and 6 as “mid-points,” equivalent to a half point, when a paper being scored falls between two stages of the rubric.

The current rubric looks like this:

- 3 highly-developed stage**
- 2 developed stage**
- 1 emerging stage**
- 0 non-existent**

We recommend that COGE shift to a 7-point rating system for all of its rubrics, titled as follows:

- 7 highly-developed stage**
- 6**
- 5 developed stage**
- 4**

3 emerging stage

2

1 non-existent

Such a shift is likely to make rating artifacts easier and also to result in more detailed, reliable, and therefore useful assessment data.

See appendix 1 of this report for recommended new rubrics for assessing creative thinking and critical thinking. These rubrics are revised versions of the CCT rubrics drafted in 2013 and the one currently in use.

Appendix 1

Rubrics for Assessing General Education

Critical Thinking Rubric:

Critical thinking is an open minded and intellectually disciplined process of actively and skillfully conceptualizing, questioning, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

Student...	7 Highly-Developed Stage	5 Developed Stage	3 Emerging Stage	1 Non-Existent
Demonstrates Understanding of the Problem, Question or Issue	The question, problem or issue to be considered critically is significant and complex and is stated clearly and described thoroughly, delivering all relevant information necessary for full understanding.	The question, problem or issue to be considered critically has limited significance or complexity. It is stated, described, and clarified so that understanding is not seriously impeded by omissions	The question, problem or issue to be considered critically is relatively basic, uninteresting or insignificant. It is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The question, problem or issue to be considered critically is stated without clarification or description.
Considers Underlying Assumptions	Assumptions of self or others are considered thoroughly.	Assumptions of self or others are considered partially.	Assumptions of self or others are identified, but are not integrated into the discussion.	Assumptions of self or others are not considered.
Selects and Then Analyzes Evidence for Reasoning	Evidence selected is relevant, well-chosen, and analyzed carefully.	Evidence selected is relevant and subjected to some basic analysis.	Evidence is selected but only occasionally, or is either not relevant or not analyzed.	No evidence is selected or analyzed.
Draws and Communicates Own Conclusions, Perspective, Hypothesis, or Position	Position presented is clear and sophisticated, addressing the complexity of the issue, with logical, relevant, and thorough reasons.	Position is clear and adequate but lacks complexity. Reasons provided are logical and relevant, but not thorough.	Position is simplistic, unclear, obvious or just repeats another's position. Reasons are provided but only occasionally, or are not logical or sufficiently relevant.	Perspective, hypothesis or position is missing. No reasons are provided.

Creative Thinking Rubric:

Creative Thinking reflects the capacity to combine existing ideas, images, or expertise in original ways appropriate to the task at hand and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation and risk taking.

Student...	7 Highly-Developed Stage	5 Developed Stage	3 Emerging Stage	1 Non-Existent
Presents Evidence of Flexible Thought	Effectively and flexibly uses a broad range of strategies appropriate to the task at hand, including some which are unexpected or novel.	Uses more than one strategy appropriate to the task at hand, and uses them in a flexible and effective manner.	Uses more than one strategy to address the task, but poorly, or uses a single strategy flexibly, or uses a strategy not appropriate to the task.	Uses only one strategy to address the task, which may not be an appropriate strategy for the task, and uses it rigidly.
Produces Something Original	Transforms or goes beyond existing ideas or solutions by creating something new to the student.	Creates an idea, question, format or product with significant elements that are novel or unique to the student.	Makes a new to the student application of existing ideas, questions, formats or products.	Merely reports or repeats existing ideas, questions, formats or products.
Demonstrates Intellectual Courage	Significantly challenges conventional wisdom or established ideas with an innovative approach or idea that is appropriate to the task.	Goes beyond the confines of conventional wisdom or established ideas without challenging them, but with adding an innovative approach or idea appropriate to the task.	Goes beyond the confines of conventional wisdom or established authority, but with an approach or idea that is not appropriate to the task.	Takes no risk.

Committee on General Education

October 20, 2017

Report on Writing in the Discipline Focus Session

Present: Becky Caouette, David Espinosa, Sharon Galloway, Olga Juzyn, James Magyar (chair), Michael Michaud, Maureen Reddy, Janice Okoomian, Holly Shadoian, Julie Urda.

Excused: Stefan Battle, Tish Brennan, Joan Dagle, Denise Guilbault, Earl Simson

Documents:

[Report on Summer Assessment](#) Maureen Reddy

Writing in the Discipline [section formatted for discussion](#)

Discussion

1. Writing in the Discipline Coordinator: the proposal is for a one-year position, not a permanent sine-cure. An ideal start date is January 2018 with 4 FLH released time in Spring 2018 and Fall 2018 along with some summer support. Tasks would be to get Writing in the Discipline web pages up and functioning, assist departments in refining and describing plans, and organize Writing in the Discipline in such a way that COGE can provide continuing oversight. We felt that the position should report through COGE to the UCC with support from the Provost.
2. Statement for faculty members: The Writing Board is working on a clarifying statement for faculty about Writing in the Discipline, what is expected and what is not expected, and what are some good practices for implementing the plans. Mike Michaud will send the draft description to COGE. We propose to refine it with an on-line discussion and promulgate the document in a few weeks. (Note from JM: at Friday's UCC meeting one of the members expressed surprise/lack of awareness that there is a Writing in the Discipline requirement.)
3. Develop a College-wide Writing in the Discipline statement: The College-wide statement can be derived from the faculty version. Almost anything will be more informative than the current catalog statement:

Building on the core course, FYW 100/FYW 100P/FYW 100H, each discipline has identified a required course or courses within the major in which students learn to write for that discipline. Completion of the major/program fulfills the Writing in the Discipline requirement.
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Thoughts from the discussion:

Writing in the Discipline has a foundation in FYW 100 that departments need to acknowledge and build upon in their plans. The general education program at Rhode Island College is a continuum program in which writing skills are developed throughout a student's time at the College from FYW through Connections and Writing in the Discipline. This idea must be explicit in the statement for faculty.

It's really important to have at minimum a sophomore/senior sequence.

Students who transfer from CCRI will not have had the sophomore experience. If we have a clear statement of purpose, we can encourage CCRI to include writing in their transfer courses. (Would a course properly articulate if it is a key WID course at Rhode Island College and does not include similar writing instruction at CCRI?) Can we link to the Rhode Island Promise initiative?

4. Develop a webpage designed for students: This task will be part of the portfolio of the new coordinator in cooperation with the web team. The statement will have to be congruent with the previous two and include links to all departmental plans. Other web issues were noted that are beyond the reach of COGE.

5. Develop a review mechanism: COGE will solicit syllabi or other artifacts from departments that have approved programs. These records are to help us understand the current situation and, in some cases, to initiate a discussion. COGE will also approach the remaining programs that do not have approved plans.
6. Sponsor an annual workshop for faculty teaching Writing in the Discipline (in cooperation with the FCTL and the Writing Board): The January workshops are often relevant to Writing in the Discipline. COGE will more actively cosponsor the workshop. The challenge is to increase the number of attendees and to see whether more departments can be represented. In addition to the annual workshops, the Writing Board runs more focused PD sessions and is available to work directly with departments on disciplinary writing instruction.
7. Work with the Writing Center Director to investigate the possibility of having trained undergraduate peer writing mentors from different disciplines: The Writing Center already has peer tutors in some disciplines. The current need is for funding, space, and visibility. Ideas brainstormed include versions of Writing Fellows/Peer Tutors models.
8. Additional note (MR): The 2018 summer assessment project will focus on First Year Seminar.

See <http://www.ric.edu/faculty/organic/coge/> for the latest documents.

James G. Magyar
October 23, 2017

Reference:

[Writing in the Discipline](#) statements on the RICWeb

Writing in the Discipline (WID) Analysisⁱ

The specific goals of this session were to describe clearly for COGE what all WID courses should include in order to:

1. improve the mapping of General Education learning goals,
2. offer departments better guidelines as they develop/improve their WID requirements,
3. make decisions about assessment of this General Education requirement,
4. recommend resources.

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1. One course should be at the sophomore level. The lower-level course should include transparently-taught introductions to several forms of writing common to the field
2. One should be at the senior level. The upper-level course should develop students' work in some of the forms of writing taught in the lower-level course.
3. Every WID course should teach writing, not just assign and evaluate it, with students offered opportunities for drafting and revision and writing instruction incorporated into the class content.

Recommendations about COGE's next steps:

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2. Develop a college-wide WID statement to be included on every program/department's WID course's syllabus and also on the General Education webpage.
3. Ask that each program/department develop a program/department-specific WID statement to be included on the syllabi for their WID courses and also posted on the General Education webpage for WID courses. Emphasize that developing and explaining WID elements should be a department's responsibility, not the work of a chair. To encourage department-wide conversations, perhaps COGE could offer lunch tickets for mini-retreats.
 - a. Those conversations should center on several questions: why is writing important in our discipline? What does writing in our discipline look like (the

rhetorical situation)? Where and how do we teach or should we teach writing in our discipline? COGE should develop a template for such statements.

4. Develop a webpage designed for students that includes the answers to a series of common WID questions written by each department's faculty, and that identifies the classes that qualify for WID status and why. (note: many other colleges and universities have such a page, and so there are good models from which we could work)
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 - a. develop the WID website (see below for specific items to be included),
 - b. gather materials from departments and work with those that ask for assistance in developing their WID statements,
 - c. facilitate continuing improvement for WID, including working with departments on assessment options.
2. Assessment properly belongs with each program/department because the WID courses are part of their curricula. COGE and the assessment coordinator should encourage departments to include assessment of WID courses and to report results to COGE to help with ongoing assessment and improvement of the General Education program.
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Recommendations about specific elements of a student-facing WID website:

4. General statement about writing at RIC and definition of WID
5. Answers to questions for each department to address, and to include:
 - a. What is writing in the discipline of X?

- b. Why is writing crucial to the discipline of X?
 - c. Why will learning about writing in the field help prepare students for the future?
 - d. What are some of the common writing tasks that someone in the discipline might encounter?
 - e. What are the courses that qualify for WID in the department?
6. Writing Guides in each discipline (brief; Harvard's 4-page model is useful), including common types of writing assigned in that discipline and a style sheet or link to a site with such a style sheet (e.g., MLA for English).
 7. Section on WID resources for students, including information about discipline-specific writing tutors and links to useful websites.

¹ Participants: Mikaila Arthur (Sociology), Jeremy Benson (FSEHD, Ed Studies), Praveena Gullapalli (Anthropology), Jeanne Haser Lafond (SoM, Accounting/CIS), Quenby Hughes (History), Rebeka Merson (Biology), Janice Okoomian (Gender & Women's Studies), Megan Smith (Psychology), Jeremy Thayer (SSW). Michael Michaud, chair of the Writing Board, attended a portion of the meeting and provided information to help guide the discussion.

Rhode Island College General Education Connections Courses

Connections (C) courses are upper-level courses that emphasize comparative perspectives—such as across disciplines, across time, across cultures—on a particular topic or idea. Courses proposed for this requirement must include further development of the **WC, CCT, RF, OC, and CW** General Education Learning Outcomes. Interdisciplinary courses are encouraged, and team-taught courses are possible if that approach can be justified pedagogically. **Connections** is a category, not a course; therefore departments will propose courses carrying the departmental designation (e.g., BIOL or ENGL) and a shared number (261, 262, 263). Connections have as prerequisites First Year Writing, First Year Seminar, and at least 45 total credits. They may require specific General Education categories to be completed as prerequisites as well. These courses are 4 credits and they are capped at 30 students.

Steps to creating a Connections course

1. Start with a good idea that meets the upper level and comparative objectives of the category. The choice of topic is wide open.
2. Design the course to explore the content or subject area, while at the same time addressing each of the Learning Outcomes and crafting experiences where students can demonstrate their competence in these categories.
3. Prepare a standard syllabus that includes items such as topics covered, possible resources, assignments, grading, and the usual administrative detail
4. Include in the syllabus explicit statements of the Learning Outcomes you are addressing, explain how they will be approached, and state how the students will demonstrate their progress towards those outcomes.
5. Now that the course is designed, prepare the requisite paperwork.
 - a. Fill out the Connections form for COGE that begins on the next page. It has places to explicitly address Learning Outcomes and teaching methods. If these are well described in the syllabus, appropriate text can be copied and pasted into the form. All course descriptions will include the following text at the end:

*Connections courses may not be used as part of a major or minor.
Prerequisites: Completion of FYS, FYW and at least 45 credits*
 - b. Attach your syllabus to the form.
 - c. Attach an Undergraduate Curriculum Committee form to the package. This document includes those portions of the form that are required for Connections courses.
6. Secure the approval of your department's curriculum committee and of the department, as indicated by the Chair's signature on the UCC form.
7. Secure the signature of chairs of departments that may have a stake in the course
8. Secure the signature of your Dean. The Dean's office is the first line of checking that all is in order.
9. Transmit the material electronically to COGE (coge@ric.edu) and note that the signatures have been obtained.
10. Present your material at a COGE meeting for approval.
11. Upon COGE approval the package will be transmitted to the UCC for the remaining deans' Signatures and UCC approval.

Note on converting Core 4 courses to Connections courses

Core 4 courses emphasize comparative perspectives and make good candidates for Connections courses. The Core 4 syllabus can be a starting point, but the proposal still has to address all of the Connections requirements. It should be noted that students will have a slightly different background, since they will have more overall experience but will not necessarily have the western and nonwestern courses that they did in Cores 1-3.

Consulting

The Faculty Center for Teaching and Learning has Connections preparation workshops. It's also wise to consult with the chair of COGE (jmagyar@ric.edu) at an early stage in the proposal preparation process.

James G. Magyar

November 6, 2015

Rhode Island College General Education Connections Course Proposal

Proposing Department or Program: GENDER & WOMEN'S STUDIES PROGRAM

Chair/contact: LESLIE SCHUSTER/JANICE OKOOMIAN

DEPT/PROG CODE (e.g., ENGL, PHYS, AFRI) GEND Course number: (262)

Catalog title: "LIGHTS, CAMERA, GENDER": FEMININITIES & MASCULINITIES IN FILM

Catalog Description: HOW HAVE AMERICAN MOVIES CONSTRUCTED "FEMININITY" AND "MASCULINITY" IN DIFFERENT ERAS? WE WILL EXPLORE FILMS FROM VARIOUS GENRES AND DECADES, PAIRED WITH GENDER THEORY, FILM THEORY, AND HISTORICAL READINGS.

Prerequisites: Completion of FYS, FYW and at least 45 credits

Credits: 4.

Connections Learning Outcomes: Written Communication (WC), Critical and Creative Thinking (CCT), Research Fluency (RF), Oral Communication (OC), and Collaborative Work (CW)

Explain briefly how this course meets the description for a Connections course, utilizing a comparative approach—such as across disciplines, across time, across cultures—on a particular topic or idea. Also briefly describe the kind(s) of required project(s) that ask students to make such connections.

THIS INTERDISCIPLINARY COURSE DRAWS UPON THEORIES AND METHODOLOGIES FROM AMERICAN CULTURAL STUDIES, GENDER STUDIES, AND FILM STUDIES, IN ORDER TO EXAMINE THE WAYS IN WHICH MAINSTREAM AMERICAN CINEMA REPRESENTS AND STRUCTURES RELATIONS OF GENDER, AND HOW CHANGES IN THOSE REPRESENTATIONS AND STRUCTURES REFLECT GENDER RELATIONS IN DIFFERENT HISTORICAL PERIODS.

STUDENTS WILL READ THEORETICAL TEXTS (FROM THESE VARIOUS DISCIPLINES), EACH PAIRED WITH ONE OR MORE FILMS TO BE SCREENED. STUDENTS WILL BE EXPECTED TO UTILIZE CONCEPTS FROM THE SECONDARY TEXTS TO INTERPRET FILMIC TEXTS IN WRITING AND ORAL PRESENTATION ASSIGNMENTS.

For each of the following major General Education program outcomes, identify potential projects, assignments or activities that will 1) engage students actively in the learning process and 2) teach a specified academic skill through the exploration of content.

General Education Outcome:	Assignments or Activities:
Critical and Creative Thinking	Analytical short paper in response to a prompt. 1) Writing requires students to use their critical thinking skills actively. 2) Students will learn to synthesize ideas and information, formulate a thesis, and develop that thesis with evidence and interpretive argumentation.
Written Communication	Two short analytical papers; one research paper; a PowerPoint or outline to accompany the midterm oral presentation (written portion); occasional extra written "response" papers or online discussion boards. 1) Writing requires students to use their critical thinking skills actively. 2) Students will learn a range of critical reading and writing skills (formulating a thesis, developing ideas, incorporating outside source material into a paper, using transitions to lead readers from one idea to the next) through content-related written assignments.
Research Fluency	For a term paper, students will conduct secondary historical research on American gender history and use that to illuminate one or more films from the appropriate historical period. 1) Students will learn to use their critical thinking skills to actively search and identify outside sources for their paper using academic databases

	available through the RIC library. 2) Students will be learning and practicing the skill of evaluating outside sources for relevance and quality. They will also learn and practice the skill of how to present outside sources in a research paper.
Oral Communication	In place of a midterm exam, students will give an oral presentation, in which they will present a new (i.e. not already on the syllabus) film to the class and use feminist film theory to interpret it. 1) Students will need to actively put together and present the oral presentation, and they will have to respond to questions from their audience. 2) Students will be learning the skill of presenting information and interpretations orally.
Collaborative Work	The midterm presentation will be done in small groups or pairs. 1) Active learning is entailed not only in putting together the presentation but also in communicating with collaborator(s). 2) Students will be learning how to communicate with others, and how to work together to produce a finished product.

In order for the College to plan for our students, please indicate how often the course will be offered, and for how many sections each year.

I PROPOSE TO TEACH ONE SECTION OF THIS COURSE EVERY FALL SEMESTER.

Include a syllabus that meets the Undergraduate Curriculum Committee standards in the proper place in the UCC form.

**GEND262: “Lights, Camera, Gender:
Femininities, Masculinities, and Feminisms at the Movies”**

Dr. Janice Okoomian

Movies are an important medium of popular culture and thus have considerable power to represent, construct, and contest gender identities. They also react to or against women’s rights movements. This course begins in the post-WWII period and surveys the following decades in U.S. popular film. We will look at movies from a range of genres, all of which contain important commentaries on femininity, masculinity, or women’s equality. Secondary readings will include film theory, feminist theory, and historical works focusing on gender.

REQUIRED TEXTS

Articles are accessible as PDFs through our Blackboard site.

Films are on reserve on DVD. You must screen films before class meets.

GRADED ASSIGNMENTS

Two 3-page analytical essays: *(15% EACH, TOTAL 30% OF COURSE GRADE)*

Group film presentation: oral presentation at midsemester; outline to be submitted to me. *(15% OF COURSE GRADE)*

Research Essay: 8-10 pages in length, the research essay is your opportunity to find out more about gender in a particular era and use that to interpret a film that is not on the syllabus. Due during exam week. *(25% OF COURSE GRADE)*

Class participation (in-class and any online discussions) *(20% OF COURSE GRADE)*

Attendance: *(10% OF COURSE GRADE)*

LATE WORK POLICY: If you are having trouble meeting an assignment deadline, contact me and I may approve an extension. If you miss a class, find a fellow student and ask to borrow her/his notes.

ATTENDANCE POLICY: Attendance is taken at every class. Excessive lateness may count as absence. I don’t differentiate between “excused” and “unexcused” absences. See the Attendance grading chart on Blackboard to find out how absences will affect your attendance grade.

COMMUNICATION: Students are responsible for checking our class Blackboard Web site and their RIC e-mail on a daily basis for announcements.

CLASS PARTICIPATION: Good class participation includes regular and prompt attendance, being prepared for class (**including having all assigned readings with you in class**) and contributing to class discussions. Computers are permitted for class-related work only. Discussions may be lively, and disagreements about issues or theory are perfectly welcome, but we should all be mindful of others' rights to disagree, and express ourselves and our ideas with respect towards all. **If I see you without required readings in class, or if you are texting, I may count you absent for that day. I do give pop quizzes to test whether you have read the material.**

ACADEMIC STANDARDS: PLAGIARISM AND CHEATING OF ANY KIND WILL RESULT IN FAILURE. PLAGIARISM IS PRESENTING ANY MATERIALS OR IDEAS COMPOSED BY ANYONE ELSE AS IF THEY WERE YOUR OWN. PLAGIARISM INCLUDES USING SOMEONE ELSE’S IDEAS WITHOUT CITING YOUR SOURCE; IT ALSO INCLUDES USING SOMEONE ELSE’S WORDS WITHOUT USING QUOTATION MARKS. YOU ARE RESPONSIBLE FOR EDUCATING YOURSELF ABOUT WHAT PLAGIARISM IS AND KNOWING HOW TO AVOID IT. HELP IS AVAILABLE AT THE WRITING CENTER. BEST ONLINE RESOURCE IS PERDUE ONLINE WRITING LAB (OWL):

[HTTPS://OWL.ENGLISH.PURDUE.EDU/OWL/](https://owl.english.purdue.edu/owl/)

ON WRITING: Poor writing interferes with meaning. Pay attention to the quality of your writing, so that your arguments and ideas will be conveyed as clearly and powerfully as possible. I strongly encourage you to utilize the Writing Center.

LEARNING OUTCOMES: This course give you training and practice in furthering General Education goals.

Critical and Creative Thinking	The writing assignments require you to use your critical thinking skills actively. You will be learn to synthesize ideas and information, formulate a thesis, and develop that thesis with evidence and interpretive argumentation.
Written Communication	You will learn and practice a range of critical reading and writing skills (formulating a thesis, developing ideas, incorporating outside source material into a paper, using transitions to lead readers from one idea to the next) through content-related written assignments.
Research Fluency	For the term paper, you will conduct secondary historical research on American gender history and use that to illuminate one or more films from the appropriate historical period. You will be use your critical thinking skills to actively search and identify outside sources for your paper using academic databases available through the RIC library. You will be learning and practicing the skill of evaluating outside sources for relevance and quality. You will also learn and practice the skill of how to present outside sources in a research paper.
Oral Communication	In place of a midterm exam, you will give an oral presentation, in which you will present a new (i.e. not already on the syllabus) film to the class and interpret how it fits in with the gender norms of the era in which it was produced. You will need to actively put together and present the oral presentation, and you will have to respond to questions from your audience. You will also be learning the skill of presenting information and interpretations orally.
Collaborative Work	The midterm presentation will be done in small groups or pairs. Active learning is entailed not only in putting together the presentation but also in communicating with your collaborator(s). You will be learning how to communicate with others and how to work together to produce a finished product.

SCHEDULE

WEEK ONE POST-WAR FEMINISM

Smith, "The Image of Women in Film: Some Suggestions for future Research" (in Thornham, Sue, *Feminist Film Theory*. e-book)
Adam's Rib (1949)

WEEK TWO THE GAZE OF THE 1950S

Mulvey, "Visual Pleasure & Narrative Cinema" (BB)
Some Like it Hot (1959)

WEEK THREE DUPLICITOUS WOMEN AT THE DAWN OF SECOND WAVE FEMINISM

Laughlin, "Homemakers and Activists in the 1950s"
North By Northwest (1959)

DUE: Title of Film for midterm oral presentation

WEEK FOUR GENDER AND THE COUNTERCULTURE MOVEMENT

Evans, "Sons, Daughters, and Patriarchy: Gender and the 1968 Generation"
The Graduate (1967)

DUE:1st critical essay

WEEK FIVE MASCULINITY AND THE WEST

Rushing, "Rhetoric of the American Western Myth" (BB)
Butch Cassidy and the Sundance Kid (1969)

WEEK SIX SECOND-WAVE FEMINISM GOES TO HOLLYWOOD

Zaretsky, "Feminists of the 1960s and 1970s"
Nine to Five (1980)

WEEK SEVEN in-class midterm presentations

WEEK EIGHT: RACE, GENDER, AND THE GAZE I

Mulvey, "Afterthoughts on 'Visual Pleasure'..." (BB)
The Color Purple (1985)

Library Research Workshop

WEEK NINE: ON THE ROAD

McRobbie, Angela. "Beyond post-feminism". (BB)
Ortner, Sherry B. "Too soon for post-feminism: the ongoing life of patriarchy in neoliberal America"
Thelma & Louise (1991)

DUE: Research Prospectus

WEEK TEN: ORIENTALISM AND GENDER

Degabriele, "From Madame Butterfly to Miss Saigon" (BB)
M. Butterfly (1993)

WEEK ELEVEN MASCULINITY AND THE WEST II

Kimmel, Michael, "The New Men's Movement: Retreat and Regression with America's Weekend Warriors" (online)
Brokeback Mountain (2005)

DUE: 2nd critical essay

WEEK TWELVE MID-20TH CENTURY FEMINISM THROUGH A 21ST CENTURY GAZE

de Lauretis, "Oedipus Interruptus" (BB)
Mona Lisa Smile (2003)

WEEK THIRTEEN QUEERING THE SCREEN

Needham, "The Road to the Multiplex after New Queer Cinema"
Transamerica (2005)

WEEK FOURTEEN RACE, GENDER, AND THE GAZE II

hooks, "The Oppositional Gaze: Black Female Spectators" (BB)
Statement from Black Women Historians' Association (BB)
The Help (2011)

WEEK FIFTEEN DISNEY AND ITS DISCONTENTS

Martin, "Hetero-Romantic Love and Heterosexiness in Children's G-Rated Films" (DC)
Enchanted (2007)
Maleficent (2014)



UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE ROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT [INSTRUCTIONS](#): PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	GENERAL EDUCATION - CONNECTIONS		
Replacing	N/A		
A.2. Proposal type	Course: creation		
A.3. Originator	Janice Okoomian	Home department	Gender and Women's Studies
A.4. Rationale	<p>This new Connections course enhances the offerings of our General Education Program by offering an interdisciplinary course that joins gender studies, American cultural studies, and film studies. I have taught this course as a 300-level elective for Gender & Women's Studies majors in the past, but it is not a required course in our program.</p> <p>I believe that it is useful for our General Education program to include gender studies offerings. I often hear from my students (in Gender 200, which is also a GenEd course) that they think all students at college should take some kind of gender studies course. This course will help broaden the experience of students who would not otherwise have any gender studies in their program of study.</p>		
A.5. Date submitted	1/25/16	A.6. Semester effective	Fall 2016
A.7. Resource impact	Faculty PT & FT:	No	
	Library:	Current library databases are adequate	
	Technology	N/A	
	Facilities:	N/A	
A.8. Program impact	General Education Program: this course will increase the Connections course offerings. Gender & Women's Studies program; this course will improve student awareness of gender studies as a discipline and potentially attract students to other courses in the program.		
A.9. Student impact	Any student wishing to take a gender-related course for their Connections Course will be positively affected in having this course as an option. Students will not have to pay any more money or stay in school longer in order to take this course. I do not believe there is any negative impact on students.		
A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place; check the "Forms and Information" page for updates. Catalog page. Where are the catalog pages? Several related proposals? Do not list catalog pages here. All catalog copy for a proposal must be contained within a single file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits.			

B. **NEW OR REVISED COURSES** DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL WITHIN SPECIFIC CATEGORIES, BUT DO NOT DELETE ANY OF THE CATEGORIES. DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THIS PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.

	OLD (<u>FOR REVISIONS ONLY</u>)	NEW
B.1. <u>Course prefix and number</u>		GEND 262
B.2. Cross listing number if any		NA
B.3. <u>Course title</u>		Lights, Camera, Gender!
B.4. <u>Course description</u>		How have American movies constructed “femininity” and “masculinity” in different eras? We will explore films from various genres and decades, paired with gender theory, film theory, and historical readings.
B.5. <u>Prerequisite(s)</u>		FYS, FYW and 45 credits
B.6. <u>Offered</u>		Fall
B.7. <u>Contact hours</u>		4
B.8. <u>Credit hours</u>		4
B.9. <u>Justify differences if any</u>		
B.10. <u>Grading system</u>		Letter grade
B.11. <u>Instructional methods</u>		Lecture Seminar
B.12. <u>Categories</u>		Free elective
B.13. Is this an Honors course?		No
B.14. <u>General Education</u> N.B. Connections must include at least 50% Standard Classroom instruction.		YES category: Connections
B.15. <u>How will student performance be evaluated?</u>		Attendance Class participation Presentations Papers Class Work Quizzes
B.16. <u>Redundancy statement</u>		N/A
B. 17. Other changes, if any		

B.18. <u>Course learning outcomes</u>	<u>Standard(s)</u>	<u>How will they be measured?</u>
Critical and Creative Thinking: Students will learn to synthesize ideas and information, formulate a thesis, and develop that thesis with evidence and interpretive argumentation.		See B15
Written Communication: Students will learn a range of critical reading and writing skills (formulating a thesis, developing ideas, incorporating outside source material into a paper, using transitions to lead readers from one idea to the next) through content-related written assignments.		See B15

B.18. <u>Course learning outcomes</u>	<u>Standard(s)</u>	<u>How will they be measured?</u>
Research Fluency: Students will learn to search and identify outside sources for their paper using academic databases available through the RIC library, and to evaluate outside sources for relevance and quality. They will also learn and practice the skill of how to present outside sources in a research paper.		See B15
Oral Communication: Students will be learning the skill of presenting information and interpretations orally.		See B15
Collaborative Work: Students will be learning how to communicate with others, and how to work together to produce a finished product.		See B15

B.19. Topical outline

- 1) Pre-Second Wave Era
 - a) Post-War Feminism
 - b) The Gaze of the 1950s
 - c) Duplicitous Women at the Dawn of Second Wave Feminism
- 2) The Second Wave Era
 - a) Gender and the Counterculture Movement
 - b) Masculinity and the West
 - c) Second-Wave Feminism Goes to Hollywood
 - d) Race, Gender, and the Gaze I
- 3) Postfeminism
 - a) On the Road
 - b) Orientalism and Gender
 - c) Masculinity and the West II
 - d) Mid-20th Century Feminism through a 21st Century Gaze
- 4) The Contemporary Era
 - a) Queering the Screen
 - b) Race, Gender, and the Gaze II
 - c) Disney and its Discontents

D. SIGNATURES

D.1. APPROVALS

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

NAME	POSITION/AFFILIATION	<u>SIGNATURE</u>	DATE
Leslie Schuster	Director of Gender and Women's Studies Program		
Earl Simson	Dean of the Faculty of Arts and Sciences		
Donald Halquist	Dean of the Feinstein School of Education and Human Development		
Jane Williams	Dean of the School of Nursing		
Susan Pearlmutter	Dean of the School of Social Work		
Jeanne Haser	Interim Dean of the School of Management		
James G. Magyar	Chair of the Committee on General Education		
			Tab to add rows

D.2. ACKNOWLEDGEMENTS

NAME	POSITION/AFFILIATION	<u>SIGNATURE</u>	DATE
			Tab to add rows



RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.

(Available at

http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:		4/18/18	
Proposing Department or Program:		Physical Sciences	
Chair/contact:		Sarah Knowlton/Andrea Del Vecchio	
Department/Program Code (e.g., ENGL, PHYS, AFRI):	PHYS	Course number:	120
Catalog title: <i>(Remember the UCC 6-word limit.)</i>		The Extraordinary Physics of Ordinary Things	
Prerequisites:		Fulfillment of the Math Distribution Requirement	
Credits: <i>(General Education courses are four credits)</i>		4	
<p>Category in General Education: Distribution <i>(General Education outcomes that must be formally addressed and assessed are noted for each category.)</i></p> <p> <input type="checkbox"/> Mathematics (CCT, QL) <input type="checkbox"/> Natural Science (lab required) (CCT, ER, QL, SL) <input checked="" type="checkbox"/> Advanced Quantitative/Scientific Reasoning (CCT, QL, SL) <input type="checkbox"/> History (CCT, RF, CK, ER, GU) <input type="checkbox"/> Literature (CCT, WC) <input type="checkbox"/> Social and Behavioral Sciences (CCT, CK, ER, SL) <input type="checkbox"/> Arts - Visual and Performing (CCT, A) </p>			
How often will this course be offered?		Every year	
Number and frequency of sections to be offered (students/semester or /year)?		1 section (30 students) per year	

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. *If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.*

Learning Outcomes

<http://www.ric.edu/generaleducation/outcomes.php>

Written Communication (WC)
 Critical and Creative Thinking (CCT)
 Research Fluency (RF)
 Oral Communication (OC)
 Collaborative Work (CW)
 Arts (A)
 Civic Knowledge (CK)
 Ethical Reasoning (ER)
 Global Understanding (GU)
 Quantitative Literacy (QL)
 Scientific Literacy (SL)

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	Assignments or Activities:
Written Communication	
Critical and Creative Thinking	Students often tend to think that physics works only in the lab. This course will give them an opportunity to see how physics can be applied in the real world. It will also allow them to expand their view of science beyond the text book and into current scientific literature and applications. These skills will be assessed in short writing assignments, either as independent assignments or as part of a larger lab report.
Research Fluency	
Oral Communication	
Collaborative Work	
Arts	
Civic Knowledge	
Ethical Reasoning	
Global Understanding	
Quantitative Literacy	Although this is not a formal lab course, students will have the opportunity to participate in short lab activities as a regular part of class. In these lab activities, they will have to collect, analyze and present data in a variety of ways. Students will also be assessed on quantitative literacy through problems sets and exams.
Scientific Literacy	<p>This course will encourage students to make connections between different scientific ideas and to think about how phenomena or technologies are based on these ideas. This will allow them to better appreciate how science is integral to the world around them.</p> <p>Students will be assessed through in class activities such as short labs in which they have to recognize and explain what physical principle is in action and how it contributes to the phenomenon they are observing.</p>



UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT [INSTRUCTIONS](#): PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	PHYS 120: THE EXTRAORDINARY PHYSICS OF ORDINARY THINGS		
Replacing			
A.2. Proposal type	Course: creation		
A.3. Originator		Home department	
A.4. Context and Rationale	There is a college wide need for more AQSR courses that are open to a wide variety of students. This course would help fill that need.		
A.5. Student impact	Students would have an additional AQSR option.		
A.6. Impact on other programs	None		
A.7. Resource impact	Faculty PT & FT:	4 load hours every year	
	Library:	none	
	Technology	none	
	Facilities:	none	
A.8. Semester effective	Fall, 2018	A.9. Rationale if sooner than next Fall	
A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.			

B. **NEW OR REVISED COURSES** DO **NOT** USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.

	OLD (<u>FOR REVISIONS ONLY</u>) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. <u>Course prefix and number</u>		PHYS 120
B.2. Cross listing number if any		
B.3. <u>Course title</u>		The Extraordinary Physics of Ordinary Things
B.4. <u>Course description</u>		Students will learn about physical principles governing everyday applications and phenomena such as sports, musical instruments, computers, etc. Students will see how various physical principles work together in these technologies.
B.5. <u>Prerequisite(s)</u>		Fulfillment of the Math Distribution requirement
B.6. <u>Offered</u>	Fall Spring Summer Even years Odd years Annually <u>Alternate Years</u> <u>As needed</u>	Spring
B.7. <u>Contact hours</u>		4
B.8. <u>Credit hours</u>		4
B.9. <u>Justify differences if any</u>		
B.10. <u>Grading system</u>	Letter grade Pass/Fail CR/NCR	Letter grade
B.11. <u>Instructional methods</u>	Fieldwork Internship Laboratory Lecture Practicum Seminar Small group Individual Studio Distance Learning	Lecture Small group
B.12. <u>Categories</u>	Required for major/minor Restricted elective for major/minor Free elective Required for Certification	Free elective
B.13. Is this an Honors course?	YES NO	NO
B.14. <u>General Education</u> N.B. Connections must include at least 50% Standard Classroom instruction.	YES NO category:	YES category: Advanced Quantitative and Scientific Reasoning
B.15. <u>How will student performance be evaluated?</u>	Attendance Class participation Exams Presentations Papers Class Work Interviews Quizzes Performance Protocols Projects Reports of outside supervisor	Attendance Class participation Exams Class Work Quizzes Projects
B.16. <u>Redundancy statement</u>		This course is not similar to others offered at the college
B. 17. Other changes, if any		

B.18. <u>Course learning outcomes: List each one in a separate row</u>	<u>Professional Org.Standard(s), if relevant</u>	<u>How will each outcome be measured?</u>
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B.18. <u>Course learning outcomes: List each one in a separate row</u>	<u>Professional Org.Standard(s), if relevant</u>	<u>How will each outcome be measured?</u>
1. Students will learn basic physics principles in the areas of mechanics, thermodynamics and electricity and magnetism.		Problem sets, labs, quizzes, exams
2. Students will be able to apply these basic principles to explain a variety of natural phenomena and technological applications.		Low stakes writing assignments
3. Students will learn how physics concepts interconnect in more complicated technological applications.		Low stakes writing assignments
4. Students can collect, analyze and interpret scientific data.		In-class activities, problem sets

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

1. Newton's laws of Motion
 - a. Force
 - b. Acceleration
 - c. Newton's Laws
 - d. Applications
 - i. Pitching a baseball
 - ii. Muscles and bones
2. Conservation of energy
 - a. Kinetic energy
 - b. Potential energy
 - c. Conservation of energy
 - d. Applications
 - i. Roller coaster
 - ii. Hydroelectric power generation
3. Rotational motion
 - a. Angles,
 - b. Angular velocity and acceleration
 - c. Applications
 - i. Clocks
 - ii. Merry go round
4. Fluids
 - a. Density
 - b. Buoyancy
 - c. Applications
 - i. Lava lamps
 - ii. Floating ships
5. Waves and vibrations
 - a. Waves,
 - b. Wavelength, and frequency
 - c. Standing waves
 - d. Applications
 - i. Echolocation: bats and dolphins

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

- ii. Musical instruments
- 6. Sound
 - a. Propagation of sound
 - b. Doppler effect
 - i. Ultrasound sonography
 - ii. Headphones
- 7. Thermodynamics
 - a. Thermal expansion,
 - b. Thermal conductivity
 - c. Applications
 - i. Home insulation
 - ii. Expanding bridges
- 8. Energy, environment and technology
 - a. Technological solutions to energy problems
 - b. Applications
 - i. Solar cells
 - ii. Wind turbines
- 9. Optics
 - a. Reflection,
 - b. Curved mirrors
 - c. Applications
 - i. Kaleidoscopes
 - ii. Fun house mirrors
- 10. Nuclear physics
 - a. Atomic and nuclear structure
 - b. Radioactive decay
 - c. Applications
 - i. Radiation therapy
 - ii. Power generation

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PROPOSALS.

NAME	POSITION/AFFILIATION	<u>SIGNATURE</u>	DATE
Sarah Knowlton	Chair of Physical Sciences		
James Magyar	Chair of COGE		
Earl Simson	Dean of Arts and Sciences		
Gerri August	Dean of Feinstein School of Education and Human Development		
Julie Horwitz	Dean of Feinstein School of Education and Human Development		
Jeffrey Mello	Dean of the School of Business		
Jane Williams	Dean of the School of Nursing		
Sue Pearlmutter	Dean of the School of Social Work		



RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.

(Available at

http://www.ric.edu/curriculum_committee/Pages/Forms-and-Information.aspx)

Date of Submission:		13 April 2018	
Proposing Department or Program:		Anthropology	
Chair/contact:		Praveena Gullapalli/ pgullapalli@ric.edu	
Department/Program Code (e.g., ENGL, PHYS, AFRI):	ANTH	Course number:	235
Catalog title: <i>(Remember the UCC 6-word limit.)</i>		Bones and Stones: How Archaeologists Know	
Prerequisites:		Completion of any Mathematics or Natural Science General Education distribution course	
Credits: <i>(General Education courses are four credits)</i>		4	
<p>Category in General Education: Distribution <i>(General Education outcomes that must be formally addressed and assessed are noted for each category.)</i></p> <p> <input type="checkbox"/> Mathematics (CCT, QL) <input type="checkbox"/> Natural Science (lab required) (CCT, ER, QL, SL) <input checked="" type="checkbox"/> Advanced Quantitative/Scientific Reasoning (CCT, QL, SL) <input type="checkbox"/> History (CCT, RF, CK, ER, GU) <input type="checkbox"/> Literature (CCT, WC) <input type="checkbox"/> Social and Behavioral Sciences (CCT, CK, ER, SL) <input type="checkbox"/> Arts – Visual and Performing (CCT, A) </p>			
How often will this course be offered?		Annually	
Number and frequency of sections to be offered (students/semester or /year)?		1 section per year	

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.

Learning Outcomes
<http://www.ric.edu/generaleducation/outcomes.php>
 Written Communication (WC)
 Critical and Creative Thinking (CCT)
 Research Fluency (RF)
 Oral Communication (OC)
 Collaborative Work (CW)
 Arts (A)
 Civic Knowledge (CK)
 Ethical Reasoning (ER)
 Global Understanding (GU)
 Quantitative Literacy (QL)
 Scientific Literacy (SL)

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	Assignments or Activities:
Critical and Creative Thinking	<p>We will begin the semester engaging with various types of reasoning and ways of understanding the world (including the past). Students will learn about the types of questions that can be answered through archaeological investigations and through the application of archaeological science. They will learn when these techniques can be used, how to understand the results, and – as importantly – the limitations of those results. Knowing what we cannot say is as important as knowing what we can say.</p> <p>These issues are woven into the course throughout the semester: in the exercises that students do; in the case studies that we discuss; and in the formal writing assignment that asks them to specifically address the limits of scientific analysis.</p>
Quantitative Literacy	<p>Students will learn how to understand and interpret archaeological data provided to them in a variety of formats including tables, graphs and maps. This information will be the basis for their interpretations of what was happening at the sites – an analysis and conclusion that must be supported by the information.</p> <p>Examples include determining the best sampling strategy for their site given their goals; determining subsistence practices from botanical and faunal remains; reconstructing environmental conditions over time based on pollen data; creating a dating strategy based on what types of materials are excavated – and understanding the limitations and error ranges of the results; interpreting skeletal remains to understand mortality rates. Students will compile their analyses, which will give them certain types of information about their site. They will discuss these results and create an interpretation of what they might tell us about the people and their society.</p>
Scientific Literacy	<p>This course is structured as an archaeological project investigating a group of ancient sites. Students will learn how to pose questions of the archaeological record and to identify the relevant scientific techniques</p>

	<p>that will yield the necessary information. They construct a plan of archaeological research and analyze data sets that provide information about their site.</p> <p>Exercises throughout the semester will be based on data sets provided to the students in which students will (for example) have to create appropriate sampling strategies, make calculations (e.g., radiocarbon dating), analyze remains (e.g., paleopathology), interpret evidence (e.g., provenance and culling patterns). At the end of the semester they will be able to put all of the information together to create a 'site report' that details their data, analyses and interpretations. Based on this, they will formulate other questions that they might want to ask and identify the archaeological and archaeometric methodologies that could be used to answer these questions. Students will also integrate their information with that of their groupmates (whose sites are in the same region) to create an interpretation of the region and to see how their information affects each other's understanding of their site. This report will be presented orally, with visual aids.</p>
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Revised October 11, 2017

**Anthropology 235:
Bones and Stones: How Archaeologists Know
(Sample Syllabus)
Prof. Praveena Gullapalli**

Course description:

How old are these bones? How were those tools used? What did ancient people eat? The answers to these questions and others like them allow us to build the pictures of how past societies lived. The books we read and the documentaries that we watch about ancient civilizations – whether of the Maya, the Egyptians or the Harappans – are all built on the work of archaeologists and archaeological scientists. These scholars, over time and by answering these types of questions, have created the knowledge that allows us to recreate aspects of past societies. So, how exactly do archaeologists answer these questions? In this class, we will learn about the scientific and mathematical tools that archaeologists use to both ask and answer these and other questions as they investigate the past. As important as learning about what we can know will be to understand what we cannot know (and why we cannot know everything).

This course meets the AQSR General Education requirement. The pre-requisite is the completion of any Math or Natural Science General Education distribution course.

Course method:

In this class we will be building on the scientific and mathematical principles that you've already learned in your General Education class. Specifically, we learn how those tools are used by archaeologists – as scientists – to ask and answer a series of specific questions. We will be drawing on many different sciences – from anatomy to physics – as we learn about archaeological science and as we ask and answer questions of our own about a series of archaeological sites.

This course is structured as an archaeological project investigating a group of ancient sites. As we move through the various phases of the project you will learn about relevant scientific techniques (also known as archaeometric techniques) and analyze data sets that will provide you information about your site. Exercises throughout the semester based on data sets provided to the students in which students will (for example) have to create appropriate sampling strategies, make calculations (e.g., radiocarbon dating), analyze remains (e.g., paleopathology), interpret evidence (e.g., provenance and culling patterns). At the end of the semester you will be able to put all of the information together to create a 'site report' that details your data, analyses and interpretations.

Grading:

The grade for this class will be based on:

Attendance and participation	20%
Formal paper	10%
Exercises involving data about ancient sites	5@5% each
Final 'site report'	15%
Collaborative regional report	10%
Exams	2@10% each

Assignments:

Formal paper: For your paper in this class you will discuss a topic that arises from one of the articles listed below (they are all available on Blackboard in pdf format). First, you will need to review these articles and pick the one that most interests you; you will then identify the archaeometric techniques/methodologies that it contains. You will then find more information (scholarly sources) about one of those techniques in order to more fully flesh out the article. In other words, in this paper you will be providing some background about that one aspect of the archaeology discussed in the article: What is the technique? How does it work? How is it used by archaeologists? What are its limitations?

Exercises: Students are assigned a site to survey and excavate and are provided with sample data sets as results of their excavations. You will be asked to create a plan of investigation and analyze and interpret these data and create short reports detailing your results. These reports will be collated to form a part of your final site report. You will work in groups on these analyses; the other students in the group will be working on different sites in the same region. (Examples include determining the best sampling strategy for their site given their goals; determining subsistence practices from botanical and faunal remains; reconstructing environmental conditions over time based on pollen data; creating a dating strategy based on what types of materials are excavated – and understanding the limitations and error ranges of the results; interpreting skeletal remains to understand mortality rates.)

Site report: You will compile your analyses, which will give a certain types of information about your site. You will discuss and synthesize these results and come to an interpretation of what they might tell us about the people and their society. Based on this, you will formulate other questions that you might want to ask and identify the archaeological and archaeometric methodologies that could be used to answer these questions.

Regional report: Archaeology (and science) cannot be an individual endeavor – none of us works alone. This is not only because archaeological fieldwork requires a team but also because we rely on other archaeologists to produce information that can help us in our research and that, when combined, produces a stronger and more detailed understanding of the past. In this class, you will compile your information with that of your groupmates (whose sites are in the same region as yours) to create an interpretation of the region and to see how their information affects your understanding of your site. This report will be presented orally, with visual aids.

Possible texts (chapters/readings from):

Gilberto Artioli. *Scientific Methods and Cultural Heritage: An introduction to the application of materials science to archaeometry and conservation science*. Oxford University Press.

D.R. Brothwell and A.M. Pollard. *Handbook of Archaeological Sciences*. Wiley.

Cambridge Manuals in Archaeology Series. Cambridge University Press.

Rosalie David, ed. *Egyptian Mummies and Modern Science*. Oxford University Press.

Howell Edwards and Peter Vandenabeele, eds. *Analytical Archaeometry: Selected Topics*. Royal Society of Chemistry.

Colin Renfrew and Paul Bahn. *Archaeology: Theories, Methods, and Practice*. Thames and Hudson.

Michael Shermer. *Why People Believe Weird Things: Pseudoscience, superstitions and other confusions of our time*. WH Freeman and Company.

Christina Warinner and Jessica Hendy, eds. *"Adventures in Archaeological Science" Coloring Book*. Max Planck Institute for the Science of Human History.

Possible Weekly Topics (all of these cannot be covered in a semester; class time will also be dedicated to students working on their analyses and in other individual and group work):

I. Review – scientific and quantitative reasoning

The difference between scientific and other forms of reasoning

II. Archaeology – what is it and what does science have to do with it?

Archaeological ways of knowing the past

How does archaeology differ from other ways?

Archaeological and scientific methodology

III. Survey – how do we decide where to dig?

Sampling strategies

Eliciting and understanding patterns from a data set

Activity: sampling RIC's campus – a surface survey

IV. Excavation

Why patterns are important and why palaces aren't that great

What preserves and what doesn't

Activity: creating lithic typologies

V. Dating

Radiocarbon dating

Other radiometric methods

Case study: How old is the Shroud of Turin and how can we find out?

Or How the mummies helped to challenge radiocarbon dating

VI. More Dating

Dendrochronology

Seriation

Activity/Case study: How old is this tree? How dendrochronology saved radiocarbon

VII. Diets

Bone chemistry

Dentition

Case study: Tracing the adoption of corn through cavities

VIII. Burials

Skeletal analysis

Paleopathology

DNA

Case study: Who were the women of the Central Asian steppe?

IX. Food and Beverages

Residue analysis

Archaeochemistry – Ancient wine and beer

Case study: Recreating King Midas' feast (and his beer)

X. Environment

Paleoethnobotany

Paleoecology

Geology

Case study: when did the Anthropocene start?

XI. Animal Bones

Domestication

Culling patterns

Case study: Kebabs, curds or kilims: what was happening at Neolithic Gritille?

XII. Stone and other tools

Use wear analysis

Metallography

Case study: experimental archaeology pits steel, bronze and stone axes

XIII. Trade

Geology

Provenance

XIV. Pulling it all together



UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT [INSTRUCTIONS](#): PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	ANTHROPOLOGY 235 BONES AND STONES: HOW ARCHAEOLOGISTS KNOW		
A.2. Proposal type	Course: creation		
A.3. Originator	Praveena Gullapalli	Home department	Anthropology
A.4. Context and Rationale	<p>There are a limited number of AQSR courses that do not require students to have fulfilled the math or natural science General Education distribution requirements with specific courses (i.e., that have specific pre-requisites). This course is open to students who have taken any GenEd math or natural science distribution course and therefore serves a population who might not be able to take other AQSR courses. In addition, within the Anthropology Department, those students who are interested in archaeology have few options beyond the introductory course. Bones and Stones provides them with a course that specifically addresses issues of archaeological methodology. While not all majors might be interested in this class, being able to offer it as a General Education AQSR and as a course within the major allows the department to serve both groups of students.</p>		
A.5. Student impact	<p>This course will be another option for students who have taken any math or natural science courses to fulfill their AQSR requirement. The nature of the prerequisite makes this course accessible to all students. It also provides another archaeology course for Anthropology majors.</p>		
A.6. Impact on other programs	<p>There is no impact on other programs.</p>		
A.7. Resource impact	Faculty PT & FT:	None, current Anthropology faculty will teach this course.	
	Library:	None, existing resources are sufficient.	
	Technology	None, existing resources are sufficient.	
	Facilities:	None, existing resources are sufficient.	
A.8. Semester effective	Fall 2018	A.9. Rationale if sooner than next Fall	
<p>A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.</p>			

B. **NEW OR REVISED COURSES** DO **NOT** USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.

	OLD (<u>FOR REVISIONS ONLY</u>) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. <u>Course prefix and number</u>		ANTH 235
B.2. Cross listing number if any		
B.3. <u>Course title</u>		Bones and Stones: How Archaeologists Know
B.4. <u>Course description</u>		How old are these bones? How were those tools used? What did ancient people eat? Students learn about the scientific and mathematical tools that archaeologists use to investigate the past.
B.5. <u>Prerequisite(s)</u>		Completion of any Math or Natural Science General Education course
B.6. <u>Offered</u>		Annually
B.7. <u>Contact hours</u>		4
B.8. <u>Credit hours</u>		4
B.9. <u>Justify differences if any</u>		
B.10. <u>Grading system</u>		Letter grade
B.11. <u>Instructional methods</u>		 Lecture Small group discussion
B.12. <u>Categories</u>		Free elective Restricted elective for Anthropology
B.13. Is this an Honors course?		NO
B.14. <u>General Education</u> N.B. Connections must include at least 50% Standard Classroom instruction.		YES category: AQSR
B.15. <u>How will student performance be evaluated?</u>		Attendance Class participation Exams Papers Projects
B.16. <u>Redundancy statement</u>		N/A
B. 17. Other changes, if any		

B.18. <u>Course learning outcomes: List each one in a separate row</u>	<u>Professional Org.Standard(s), if relevant</u>	<u>How will each outcome be measured?</u>
Critical and Creative Thinking		Students will learn about the types of questions that can be answered through archaeological investigations and through the application of archaeological science. They will learn when these techniques can be used, how to understand the results, and – as importantly – the limitations of those results. Knowing what we cannot say is as important as knowing what we can say. These issues are woven into the course throughout the semester: in the exercises that students do; in the case studies that we discuss; and in the formal writing assignment that asks them to specifically address the limits of scientific analysis.
Quantitative Literacy		In exercises students will interpret archaeological data (provided to them in a variety of formats including tables, graphs and maps) to form the basis for their interpretations of what was happening at their sites. Examples of exercises include determining the best sampling strategy for their site given their goals; determining subsistence practices from botanical and faunal remains; reconstructing environmental conditions over time based on pollen data; creating a dating strategy based on what types of materials are excavated – and understanding the limitations and error ranges of the results; interpreting skeletal remains to understand mortality rates. Students will compile their analyses, which will give them certain types of information about their site. They will discuss these results and create an interpretation of what they might tell us about the people and their society.
Scientific Literacy		This course is structured as an archaeological project investigating a group of ancient sites. Students will learn how to pose questions of the archaeological record and to identify the relevant scientific techniques that will yield the necessary information. They construct a plan of archaeological research and analyze data sets that provide information about their site. At the end of the semester they will put

B.18. <u>Course learning outcomes: List each one in a separate row</u>	<u>Professional Org.Standard(s), if relevant</u>	<u>How will each outcome be measured?</u>
		all of the information together to create a 'site report' that details their data, analyses and interpretations. Based on this, they will formulate other questions that they might want to ask and identify the archaeological and archaeometric methodologies that could be used to answer these questions. Students will also integrate their information with that of their groupmates (whose sites are in the same region) to create an interpretation of the region and to see how their information affects each other's understanding of their site. This report will be presented orally, with visual aids.

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

Possible texts (chapters/readings excerpted):

Gilberto Artioli. *Scientific Methods and Cultural Heritage: An introduction to the application of materials science to archaeometry and conservation science*. Oxford University Press.
D.R. Brothwell and A.M. Pollard. *Handbook of Archaeological Sciences*. Wiley.
Cambridge Manuals in Archaeology Series. Cambridge University Press.
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Colin Renfrew and Paul Bahn. *Archaeology: Theories, Methods, and Practice*. Thames and Hudson.
Michael Shermer. *Why People Believe Weird Things: Pseudoscience, superstitions and other confusions of our time*. WH Freeman and Company.
Christina Warinner and Jessica Hendy, eds. "Adventures in Archaeological Science" *Coloring Book*. Max Planck Institute for the Science of Human History.

Possible Weekly Topics (all of these cannot be covered in a semester; class time will also be dedicated to students working on their analyses and in other individual and group work):

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The difference between scientific and other forms of reasoning

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How does archaeology differ from other ways?

Archaeological and scientific methodology

III. Survey – how do we decide where to dig?

Sampling strategies

Eliciting and understanding patterns from a data set

Activity: sampling RIC's campus – a surface survey

IV. Excavation

Why patterns are important and why palaces aren't that great

What preserves and what doesn't

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

Activity: creating lithic typologies

V. Dating

Radiocarbon dating

Other radiometric methods

Case study: How old is the Shroud of Turin and how can we find out?

Or How the mummies helped to challenge radiocarbon dating

VI. More Dating

Dendrochronology

Seriation

Activity/Case study: How old is this tree? How dendrochronology saved radiocarbon

VII. Diets

Bone chemistry

Dentition

Case study: Tracing the adoption of corn through cavities

VIII. Burials

Skeletal analysis

Paleopathology

DNA

Case study: Who were the women of the Central Asian steppe?

IX. Food and Beverages

Residue analysis

Archaeochemistry – Ancient wine and beer

Case study: Recreating King Midas' feast (and his beer)

X. Environment

Paleoethnobotany

Paleoecology

Geology

Case study: when did the Anthropocene start?

XI. Animal Bones

Domestication

Culling patterns

Case study: Kebabs, curds or kilims: what was happening at Neolithic Gritille?

XII. Stone and other tools

Use wear analysis

Metallography

Case study: experimental archaeology pits steel, bronze and stone axes

XIII. Trade

Geology

Provenance

XIV. Pulling it all together**D. SIGNATURES**

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.

- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PROPOSALS.

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Praveena Gullapalli	Chair, Anthropology		
Earl Simson	Dean, FAS		
Gerri August/Julie Horwitz	Co-Dean, FSEHD		
Jeffrey Mello	Dean, School of Business		
Jane Williams	Dean, School of Nursing		
Sue Pearlmuter	Dean, School of Social Work		
James G. Magyar	Chair, COGE		

D.2. [ACKNOWLEDGEMENTS](#): REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
			Tab to add rows

Committee on Education
Proposal to establish Social Work 303 as an AQR course

May 1, 2018

Here is the text of the email Jesse Capece sent with the revised materials.

Hello Jim, I hope you're well. First and foremost, I want to thank you (and the other members of COGE) for allowing us to submit the correct forms and for your collective willingness to review these documents and vote via e-mail. As some suggested, Dr. Abbotson was very reasonable and said to Wendy and I that she would be willing to let us submit this as long as we get it in prior to their meeting Friday. This is all to say, thanks so much.

Attached are the accurate forms. The syllabus for SWRK 303 has been updated to reflect some changes Earl suggested. We will now do the SSD project so that data can be aggregated at the end, allowing us to teach and utilize some inferential statistics. The distribution and UCC forms have been updated accordingly (and they are now consistent in what the pre-reqs will be- Any math course and SWRK 302). I have also included the syllabus for SWRK 302. This is not the course we want to be considered for AQR. However, Earl suggested that we include the syllabus when you do your electronic voting, as it may be helpful for members to see how the two courses work together.

Please let me know if you need anything else.

Thanks so much once again,
Jesse

The forms are attached in the order SWRK 302 syllabus, SWRK 303 COGE form, SWRK 303 UCC form, and SWRK 303 syllabus

Jim Magyar

**RHODE ISLAND COLLEGE
BACHELOR OF SOCIAL WORK PROGRAM**

SW 302: Social Work Research Methods I

Instructor:

Course:

Office:

Phone:

Email:

Office Hours:

Course Overview

This is the first of two courses that provide an introduction to the general principles of research methods, with particular emphasis on terminology, practice, cultural competence and ethics. The second course will build on the general principles and apply them to practice with the application of data collection and analysis with the support of statistical technique usage will allow the interpretation of findings to be explored and written. By creating a foundation in the social sciences as it applies to research methods, this first course will enable students to fulfill the roles as social work practitioners and researchers.

This course addresses research methods and knowledge with particular attention to the research process and examination of peer-reviewed literature, critiques of such literature, and preparation of literature reviews. Its assignments ask students to develop a research proposal that includes a statement of the problem to be addressed, a research question or hypothesis, sampling, methodology and measurement.

Course Objectives

- Students will understand the role and application of research methods in the development of social work knowledge and its use in practice.
- Students will appreciate the relationship between the research process and problem solving of complex and challenging social phenomena of concern to social work practice.
- Students will develop skills needed to access, interpret and analyze scholarly studies related to social work or other helping professions.
- Students will develop knowledge and skills necessary to critique scholarly research studies, the appropriateness of research questions, methodology, findings, and implications (this includes the interpretation and presentation of results of qualitative, quantitative or mixed methods studies).
- Students will develop skills in the design of a research proposal that promotes human development, diversity and inclusion in social work.

Text

Grinnell, R.M., Williams, M., & Unrau, Y.A. (2014). Research methods for social workers: An introduction, 10th Edition. Kalamazoo, MI: Pair Bond Publications.

Additional readings will be assigned. Students are expected to complete assigned readings in preparation for class,

and to follow the schedule of submissions. You should avoid missing class. If a class is missed, students are responsible for submitting any due papers or assignments on time, obtaining materials covered, and being prepared for the next class. If a class is cancelled, students should be prepared for the next class also.

Course Assignments

- | | |
|---|-----|
| 1. Class participation and Conduct | 10% |
| 2. (4) Quizzes (4 quizzes given, lowest score dropped) | 15% |
| 3. (3) In-class article critique exercises | 5% |
| 4. Literature Review Draft (non- graded) | |
| 5. Literature Review | 15% |
| <i>(Includes the review/critique of 5 research studies)</i> | |
| 6. Midterm Exam | 10% |
| 7. Take home research article critique | 10% |
| 8. Research Proposal | 15% |
| 9. Research Proposal Presentations | 5% |
| 10. Final Exam | 15% |

Outline descriptions of the literature review, research proposal and research proposal presentation will be distributed in class.

Course Outline

Weeks	Topics	Assignments/Readings
One	<ul style="list-style-type: none"> • Introduction of the course/purpose of research • Review syllabus • Research in social work • Research processes and problem solving • Ways of knowing; what is knowledge? • Positivism, post-positivism, anti-positivism, social constructionism • Protecting ourselves from intuition • The professional context of research • Understanding and identifying a research problem 	<ul style="list-style-type: none"> • Chapter 1
Two	<ul style="list-style-type: none"> • Meaning and understanding - <i>Single Subject Design</i> and its use in social work practice • Understanding the importance of a literature review • In-service library training of research data bases (<i>presentation from Adams library Librarian</i>) • Identifying a research problem 	<ul style="list-style-type: none"> • Chapters 1, 2 & 10 • Begin to think about a research topic for the preliminary SSD project to be conducted in Research Methods II. (<i>FYI - select a topic that you will like and will want to continue in Research Methods II</i>)

Three	<ul style="list-style-type: none"> • Developing a research question & hypotheses • Informed consumption of research reports • Ethics and research • Cultural Competence • Conceptualization and operationalization of a study • APA format in research • Literature review format 	<ul style="list-style-type: none"> • Chapter 2, 3 & 4 • Meet with instructor for approval of a research topic • Begin search of research articles that coincide with research project
Four	<ul style="list-style-type: none"> • Quantitative research approach • Review published social work research article and critique (from post-positivist and social constructionist approaches) 	<ul style="list-style-type: none"> • Chapter 5 • In-class article critique exercise (1) • Peer supportive discussion of individual research questions and hypothesis • QUIZ 1
Five	<ul style="list-style-type: none"> • Qualitative research approach • Research proposal discussion 	<ul style="list-style-type: none"> • Chapters 6, 17 & 18 • In-class article critique exercise (2) • Literature review draft due (<i>submit 2 out of 5 articles</i>). <i>This is a non-graded assignment</i>
Six	<ul style="list-style-type: none"> • Measurement <ul style="list-style-type: none"> ○ Levels of measurement ○ Reliability and validity of measurement ○ Types of measuring instruments ○ Evaluating measuring instruments 	<ul style="list-style-type: none"> • Chapters 7 & 8 • In-class article critique exercise (3) • QUIZ 2
Seven	<ul style="list-style-type: none"> • Sampling <ul style="list-style-type: none"> ○ Selection and procedures ○ Institutional Review Board Process (IRB) ○ Protection of sample participants 	<ul style="list-style-type: none"> • Chapter 9 • Literature Review due • Distribution of take home article critique exercise (<i>instructor indicates due date</i>)
Eight	<ul style="list-style-type: none"> • Group Design 	<ul style="list-style-type: none"> • Chapter 11 • Midterm Exam
Nine	<ul style="list-style-type: none"> • Collecting quantitative and qualitative data 	<ul style="list-style-type: none"> • Chapters 12 & 13
Ten	<ul style="list-style-type: none"> • Collecting quantitative and qualitative data 	<ul style="list-style-type: none"> • Chapter 12 & 13 • QUIZ 3
Eleven	<ul style="list-style-type: none"> • Selecting a data collection method (in post-positivism and social constructionism) 	<ul style="list-style-type: none"> • Chapter 14

Twelve	<ul style="list-style-type: none"> • Introduction to data analysis <ul style="list-style-type: none"> ○ How to approach data analysis ○ What kind of analysis would fit with a data collection (i.e., best practices) 	<ul style="list-style-type: none"> • Chapter 15 & 16 • QUIZ 4
Thirteen	<ul style="list-style-type: none"> • Presentation of research proposals <i>(the proposals will be used in Research Methods II for the purpose of data collection and summary of SSD project, methods outline and data collection instrument design)</i> 	<ul style="list-style-type: none"> • Research proposal due
Fourteen	<ul style="list-style-type: none"> • FINAL EXAM AND EVALUATION OF THE COURSE 	



RHODE ISLAND COLLEGE GENERAL EDUCATION DISTRIBUTION COURSE REQUEST

USE THIS FORM FOR ANY DISTRIBUTION COURSE THAT IS TO BE INCLUDED IN THE GENERAL EDUCATION PROGRAM. IF THE COURSE IS NEW OR REVISED, ATTACH THE APPROPRIATE UNDERGRADUATE CURRICULUM COMMITTEE FORMS.

(Available at http://www.ric.edu/curriculum_committee/materials.php)

Date of Submission:		November 20, 2017	
Proposing Department or Program:		Social Work	
Chair/contact:		Wendy Becker	
Department/Program Code (e.g., ENGL, PHYS, AFRI):	SWRK	Course number:	303
Catalog title: <i>(Remember the UCC 6-word limit.)</i>		Social Work Research Methods II	
Prerequisites:		Any math gen ed course; SWRK 302 or permission of instructor	
Credits: <i>(General Education courses are four credits)</i>		4	
Category in General Education: Distribution <i>(General Education outcomes that must be formally addressed and assessed are noted for each category.)</i> <input type="checkbox"/> Mathematics (CCT, QL) <input type="checkbox"/> Natural Science (lab required) (CCT, ER, QL, SL) <input checked="" type="checkbox"/> Advanced Quantitative/Scientific Reasoning (CCT, QL, SL) <input type="checkbox"/> History (CCT, RF, CK, ER, GU) <input type="checkbox"/> Literature (CCT, WC) <input type="checkbox"/> Social and Behavioral Sciences (CCT, CK, ER, SL) <input type="checkbox"/> Arts – Visual and Performing (CCT, A)			
How often will this course be offered?		Fall and Spring of each academic year	
Number and frequency of sections to be offered (students/semester or /year)?		New Course	

Courses in the distribution are content-based and students are expected to learn the material and demonstrate competence in a manner appropriate to the discipline.

Append a syllabus or two-level topical outline. We are interested in the content and pedagogy of the course. Include the description, requirements, schedule, and topics but omit details on attendance policy, academic integrity, disabilities, etc. *If UCC action is required, include the syllabus with the UCC form; an additional copy is not needed.*

Learning Outcomes

<http://www.ric.edu/generaleducation/outcomes.php>

Written Communication (WC)
 Critical and Creative Thinking (CCT)
 Research Fluency (RF)
 Oral Communication (OC)
 Collaborative Work (CW)
 Arts (A)
 Civic Knowledge (CK)
 Ethical Reasoning (ER)
 Global Understanding (GU)
 Quantitative Literacy (QL)
 Scientific Literacy (SL)

In the table below, explain briefly how this course will meet the General Education Outcomes for its category as indicated above. Describe the kinds of assignments in which the assigned outcomes will be assessed.

The form is a Word table. The boxes will expand to include whatever text is needed. Rows that do not apply to the course being proposed may be deleted.

General Education Outcome:	Assignments or Activities:
Critical and Creative Thinking	<p>Students develop a literature review related to the topic they have chosen for their single-subject design. Topics will address specific behavioral or physical changes students would like to accomplish during the semester. Using skills developed in SWRK 302, students will critique research methodologies and examine results of the studies they select. They also will reflect on the limitations of the methodologies present – quantitative, qualitative, or mixed method – and explore biases exposed in the studies. Students will provide a peer-review of their classmates’ single subject designs and critique their design and methods. Peer review will include discussions of impact for methodology instrumentation, and overall design.</p>
Quantitative Literacy	<p>Students will analyze and interpret results of statistical procedures using quantitative software such as SPSS. Students will develop a codebook; they will check descriptive statistics of variables to expose outlying cases; they will learn about and analyze data from their single subject design and test for correlations in the data. The mathematical computations of these descriptive statistics will also be reviewed. Topics for the single subject design projects will be categorized into one of two groups: improvements to emotional wellbeing and improvements to physical wellbeing. Each group will have certain control variables that all students in that group must measure throughout the data collection phase. Some variables, such as “self-esteem” or “overall stress” will be measured by students in both groups. The variables collected by multiple students will be aggregated and used for inferential statistics. Students will use their own data to learn and apply descriptive statistics and correlations and the aggregate data to learn and apply inferential statistics. Furthermore, students will be asked to recreate existing visual displays of data from relevant literature and create unique visual displays of data as they relate to their single-subject designs.</p> <p>Students also will examine qualitative data from their single subject design. They might examine entries in a personal journal or examine the content of their social media entries while participating in their single subject research experience. They will code and categorize data, seek themes, and interpret their findings.</p>
Scientific Literacy	<p>Students will understand research questions, null and alternative hypotheses, the details of one and two-tailed hypotheses, and the differences between type 1 and type 2 error. Single-subject design projects will provide examples of concepts to be learned. Article critiques will focus on identify-</p>

General Education Outcome:	Assignments or Activities:
	<p>ing the types of hypotheses and research questions used. Students will learn the characteristics of research proposals and recognize strategies for combining them to address specific needs for knowledge.</p> <p>Students will learn the types of reasoning (deductive and inductive) and philosophical underpinnings of research (post-positivist, naturalist, etc.). They will understand the specific purposes (explore, explain, describe, evaluate), designs (experimental, quasi experimental, pre-experimental), types (cross-sectional, pre/post-test, etc.), and time elements (case study, longitudinal, cohort study, etc.) that can be applied to research proposals. Often, these discussions will occur within the frame of a single subject design; however, they will be linked in lectures and assignments, to material from SWRK 302, the first course in this sequence.</p>

Revised December 8, 2015



UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

A. COVER PAGE SCROLL OVER BLUE TEXT TO SEE FURTHER IMPORTANT [INSTRUCTIONS](#). PLEASE READ.

N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL
ALL numbers in section (A) need to be completed, including the impact ones.

A.1. Course or program	SWRK 303 SOCIAL WORK RESEARCH METHODS II		
A.2. Proposal type	Course: <u>creation</u>		
A.3. Originator	Stefan Battle and Jesse Capece	Home department	BSW - School of Social Work
A.4. Context and Rationale	<p>Social workers and others working with individual clients and program participants are often asked to provide clear rationale for intervention decisions they make. To do so, they must understand how to collect evidence of the efficacy of their choices. They also must recognize whether the research they are examining has been appropriately conducted. For many years, the BSW department has offered a one-semester research course that attempted to familiarize students with research concepts and process and to offer opportunities to think critically about the research studies they were reading.</p> <p>However, we have recently recognized that the course we offered did not sufficiently prepare our undergraduate students for graduate social work education and/or practice in the profession. Since more than one third of our undergraduate students apply to graduate schools, we wanted to offer additional content and add depth to our original course. In addition, our accrediting body (the Council on Social Work Education [CSWE]) strengthened its requirements for achieving competency in research, focusing particularly on the collection of evidence</p> <p>We modified our single semester course so that it focuses on students' ability to design and conduct research and on critical consumption of research studies. This new course is focused on collection of data, conducting a single subject design study, and reporting results and implications of the work. This course advances the knowledge of the research process introduced in the first course. The course places particular emphasis on applying general research principles and methods to data collection, analysis, and reporting of results. Increasing knowledge and application of statistical techniques will encourage students to interpret and discuss findings. Students also will become more comfortable with collection and thematic analysis of qualitative data, using NVivo qualitative software.</p> <p>Students will develop a proposal for a single subject design, conduct the study, and present their results. This content of this course will enable students to collect, analyze, interpret, and present data.</p>		
A.5. Student impact	<p>Students will have a two-semester research sequence, rather than a single semester class, giving them additional time and experience learning the concepts of research and developing knowledge and skill. Social work students will have one additional course in the major, but if approved as an AQR course, social work students will take their General Education AQR in the BSW department. If approved as an AQR, this course</p>		

	also would be open to students in other departments, increasing their choices.		
A.6. Impact on other programs	This course would add to the choice of AQSR courses offered at the college.		
A.7. Resource impact	Faculty PT & FT:	We would need to have another instructor available to manage the additional course.	
	Library:	No additional impact	
	Technology	We are purchasing NVivo for qualitative analysis.	
	Facilities:	We will need an additional classroom in the evening when this course is taught	
A.8. Semester effective	Fall 2018	A.9. Rationale if sooner than next Fall	
A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the "Forms and Information" page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year's catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form.			

B. **NEW OR REVISED COURSES** DO **NOT** USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.

	OLD (<u>FOR REVISIONS ONLY</u>) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply)	NEW Examples are provided for guidance, delete the ones that do not apply
B.1. <u>Course prefix and number</u>		SWRK 303
B.2. Cross listing number if any		
B.3. <u>Course title</u>		Social Work Research Methods II
B4. <u>Course description</u>		Students develop data collection and analysis skills, and present findings from a single subject design study. Students conduct qualitative and quantitative analyses and learn strategies for using analytic software.
B.5. <u>Prerequisite(s)</u>		Any Gen Ed Math course; SWRK 302 or permission of instructor
B.6. <u>Offered</u>		Fall Spring Summer
B.7. <u>Contact hours</u>		4 hours
B.8. <u>Credit hours</u>		4.0
B.9. <u>Justify differences if any</u>		
B.10. <u>Grading system</u>		Letter grade
B.11. <u>Instructional methods</u>		Lecture Small group Individual
B.12. <u>Categories</u>		Required for major
B.13. Is this an Honors course?		<u>NO</u>
B.14. <u>General Education</u> N.B. Connections must include at least 50% Standard Classroom instruction.		YES category: AQSR
B.15. <u>How will student performance be evaluated?</u>		Attendance Class participation Exams Presentations Papers Class Work Quizzes Projects
B.16. <u>Redundancy statement</u>		This course is similar to Sociology 404, Psychology 221 and 320. All of these courses focus on data collection, analysis and discussion of results. The courses differ in the projects assigned to students. In SW 303, the project is examination of a personal change effort. The single subject design builds skill in doing research and in understanding the challenges of implementing and sustaining change efforts.
B. 17. Other changes, if any		

B.18. <u>Course learning outcomes: List each one in a separate row</u>	<u>Professional Org. Standard(s), if relevant</u>	<u>How will each outcome be measured?</u>
Students will: Understand research designs, including the single-subject design and multiple group design formats. (Critical and Creative Thinking; Quantitative Literacy; Scientific Literacy)	<u>Gen Ed.</u> : AQSR <u>Social Work</u> : Curricular requirement <u>CSWE</u> : #4: Engage In Practice-informed Research and Research-informed Practice	Quizzes, final exam; single subject design project
Develop skills in in collecting and analyzing qualitative and quantitative data. (Quantitative Literacy; Scientific Literacy)	<u>Gen Ed.</u> : AQSR <u>Social Work</u> : Curricular requirement <u>CSWE</u> : #4: Engage In Practice-informed Research and Research-informed Practice	Single subject design project Final exam
Possess skills to analyze data with tools such as SPSS and NVivo. (Quantitative Literacy; Scientific Literacy)	<u>Gen Ed.</u> : AQSR <u>Social Work</u> : Curricular requirement <u>CSWE</u> : #4: Engage In Practice-informed Research and Research-informed Practice	Single subject design project; quizzes Final exam
Understand the roles of research and evaluation to address questions that emerge in social work practice. (Critical and Creative Thinking; Quantitative Literacy)	<u>Gen Ed.</u> : AQSR <u>Social Work</u> : Curricular requirement <u>CSWE</u> : #4: Engage In Practice-informed Research and Research-informed Practice	Single subject design project; quizzes Midterm and Final exam;
Recognize the importance and value of ethical standards in the research process	<u>Gen Ed.</u> : AQSR <u>Social Work</u> : Curricular requirement <u>CSWE</u> : #1: Demonstrate Ethical and Professional Behavior; #4: Engage In Practice-informed Research and Research-informed Practice	Single subject design project; final exam
Apply a social justice framework in research with people who are survivors of oppression and discrimination, including those with diverse racial and ethnic minorities, women, people with disabilities, lesbian, gay and transgender individuals, and people who have experienced poverty (Critical and Creative Thinking)	<u>Gen Ed.</u> : AQSR <u>Social Work</u> : Curricular requirement <u>CSWE</u> : #2: Engage Diversity and Difference in Practice; #4: Engage In Practice-informed Research and Research-informed Practice	Final exam; quizzes
Implement a study using single subject design	<u>Gen Ed.</u> : AQSR <u>Social Work</u> : Curricular requirement <u>CSWE</u> : #4: Engage In Practice-informed Research and Research-informed Practice	Single subject design project

B.19. Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline

- 1) Review of qualitative and quantitative methods
 - a) Positivism and anti-positivism
 - b) Social constructionism
 - c) Introduce the Single Subject Design project
- 2) Ethics
 - a) Bias and politics in research
- 3) Dealing with data
 - a) Coding variables
 - b) Inputting data
- 4) Analysis
 - a) Constructing frequency tables; graphical representation of data
 - b) Measures of central tendency
 - c) Measures of dispersion
- 5) Qualitative research
 - a) Research designs (ethnography, phenomenology, grounded theory, feminist approaches)
 - b) Data collection
 - c) Coding and input
 - d) Analysis (content, narrative, conversation, discourse)
 - e) Using software for analysis (NVivo)
- 6) Student presentations and peer review

D. SIGNATURES

- Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
- Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
- Proposals that do not have appropriate approval signatures will not be considered.
- Type in name of person signing and their position/affiliation.
- Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

D.1. APPROVALS: REQUIRED FROM PROGRAMS/DEPARTMENTS/DEANS WHO ORIGINATE THE PROPOSAL. MAY INCLUDE MULTIPLE DEPARTMENTS, E.G., FOR JOINT/INTERDISCIPLINARY PROPOSALS.

NAME	POSITION/AFFILIATION	<u>SIGNATURE</u>	DATE
Wendy Becker	Chair of BSW program		
Sue Pearlmutter	Dean of Social Work		
Gerri August	Co-Dean Feinstein School		

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
Julie Horwitz	Co-Dean Feinstein School		
Earl Simson	Faculty of Arts and Sciences		
Jeff Mello	School of Business		
Jane Williams	School of Nursing		
Jim Magyar	Committee on General Education		

D.2. [ACKNOWLEDGEMENTS](#): REQUIRED FROM OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

NAME	POSITION/AFFILIATION	SIGNATURE	DATE
	Chair of Sociology		
			Tab to add rows

RHODE ISLAND COLLEGE
SCHOOL OF SOCIAL WORK

SWRK 303: Social Work Research Methods II

Course Description

This is the second of two courses that provide an introduction to the general principles of research methods. The course will advance the knowledge of the research process introduced in the initial course. This course puts particular emphasis on applying general research principles and methods to data collection analysis and. Increasing knowledge and utilization of statistical techniques will allow the interpretation of findings to be explored and written. Building on the foundation of social science research methods established in the first course, this course will enable students to collect, analyze, interpret, and present data.

Course Objectives

Students in this course will:

- Understand research designs, including the single-subject design and multiple group design formats.
- Develop skills in in collecting and analyzing qualitative and quantitative data.
- Possess skills to analyze data with tools such as SPSS and Nvivo
- Understand the roles of research and evaluation to address questions that emerge in social work practice
- Recognize the importance and value of ethical standards in the research process
- Apply a social justice framework in research with people who are survivors of oppression and discrimination, including those with diverse racial and ethnic minorities, women, people with disabilities, lesbian, gay and transgender individuals, and people who have experienced poverty
- Create and implement a study using single subject design.

Texts

Grbich, C. (2013). *Qualitative data analysis*, 2nd ed. Thousand Oaks, CA: Sage Publications.

Krieg, E. (2011). *Statistics and data analysis for social science*. London, England: Pearson Publishing.

Additional assigned articles will be available through Adams Library.

Course Assignments

- Attendance and participation (10%)
- Quizzes (10%) *six quizzes given, lowest score dropped*
- Midterm- Article analysis (15%)
- Final exam (15%)
- Single subject design project*
 - Problem statement and hypothesis (5%)
 - Lit review (5%)
 - Methods (10%)
 - Instrument design, data collection, and analysis (20%)
 - Limitations/ethical issues (5%)
 - Presentation (5%)

*Detailed outline for the Single Subject Design assignment is below

Single Subject Design Assignment Outline

This project is designed to teach evaluation of social work practice by simulating single-subject design evaluation. In practice, we chart client and target system changes by measuring indicators of the goals or target phenomena, and taking those measurements periodically during our time with those systems (clients and/or targets). In this case, because you will not have the opportunity to measure system changes in field, we will apply SSD evaluation process to ourselves. Select something about yourself that you would like to try to change this semester. Your choice must fall into one of two categories: Improvement of emotional wellbeing (for example, wanting to decrease anxiety) or improvement of physical wellbeing (for example, wanting to drink more water). The topic must be behavioral and able to be measured. It must also be something that does no harm to you or anyone around you, and if it affects or involves someone in your life, you must inform them of this project. It must be something that you are comfortable discussing in class (as you will be presenting it). Finally, it must be real: an actual change that you would like to make, and will try to make. You will not be graded on success of failure in making the change, but in application of the single-subject design.

Do not start the project until I approve it! We will have class time to brainstorm and decide on projects early in the semester. When you have my approval, you will take measurements of the target behavior beginning the week of ????. For three weeks you should collect data on the behavior you wish to change as it normally happens (this is to serve as the “baseline”). You will also be collecting data on a variety of control variables. Some of these variables have already been chosen (all the people in the improvements to emotional wellbeing group will be collecting data on certain variables and all the people in the improvements to physical wellbeing group will be collecting data on certain variables. This will allow us to aggregate data at the end of the semester and produce inferential statistics). The other control variables for the study will be picked by the student themselves. You will introduce an intervention during the week of ??? and continue to track the behavior (and control variables) for an additional seven weeks (ending

during the week of ???). The following portions of the assignment will be completed at various points during this ten week process, with most happening while you are collecting data.

Problem statement and hypothesis (5%)

Due: ???

In this portion of the assignment, students must compose a paper that answers the following questions:

- What is the problem that you are trying to address in this project?
- Why is this something the social work profession should care about?
- What is dependent variable in your study?
- What is the independent variable in this study?
- What is your hypothesis for this study?
- Do you foresee any problems in doing this study or implementing the intervention?

Lit review (5%)

Due: ???

Students must find a total of three journal articles (using the Adams Library database ONLY) that relate to the topic they have chosen for their single subject design project. In searching for articles you should think about a population, group or geographic area that your single subject design project could be applied to that fits with the mission of social work (for example, if your single subject design project is on sleeping more, then your literature review may be on something like “Improving sleep for veterans that have returned from active duty.” Or, if your self-improvement project is to smoke fewer cigarettes, then our literature review may focus on something like “Helping homeless people to quit cigarettes”). Write a synthesized summary of the three articles highlighting the following areas and discussing how they informed your project:

- Operationalization of variables
- Previous research questions that have been explored and previous hypothesis
- Sampling procedures participants
- Data collection methods
- Results and conclusions of the studies
- Ethical considerations of the studies
- Limitations of the studies

Methods (10%)

Due: ???

In this portion of the assignment students are asked to write a paper that addresses the following questions:

- How did you decide how you were going to measure the target behavior? Why did you choose to do it this way?
- What intervention did you decide upon and why did you choose that intervention?
- Are you going to be doing a qualitative study or a quantitative study?
- How will you collect the data? Where will you collect data? When will you do it? What logistical

issues will you need to address? How will you store data?

- What are the limitations of your study? What threats to internal validity are there? What threats to reliability are there? What may cause problems in this study?
- What ethical issues exist for this study? (keeping records, contact info or names, working with protected or vulnerable populations, asking people to engage in difficult tasks, etc.)

Instrument design, data collection, and analysis (20%)

Due: ???

Instrument design portion

In this portion of the assignment students must create the data collection tool that they will use in their study. Some of the variables have already been chosen for you (these are the variables that we will aggregate at the end of the semester). The data collection instrument must include both qualitative and quantitative items. Examples of each will be provided in class.

Data collection and analysis portion-

- Explain descriptively what happened during the base line period (A - phase), introduction of the interventions (B - phase). Provide a chart or graph that will explain your A-B design of. Pay attention to both the amount (if any) of change between Phases A & B, and slope (direction of change, if any) of the graph during both phases. Discuss unanticipated events, difficulties, etc.; try to think about how these factors may have contributed to the results. It is **EXTREMELY IMPORATANT** that you maintain a journal or log within the ten weeks that describes how the project is going and any emotions, attitudes, frustration, challenges, etc. that you are experiencing. This is important information to include in your paper (and later presentation).
- Give a summary statement assessing the relationship between the intervention and target behavior. In other words, here's what this all means, and why.
- Attach all documentation: data charts, survey/open-ended questions, graphs, anything else that visually shows your data.
- Regarding the answers to your quantitative items, you must
 - Create a code book for your data
 - Enter the data into an SPSS file
 - Calculate the mean, median, mode, standard deviation and range of your quantitative data (save the output and syntax files)
 - Use SPSS to see if there were any significant correlations between the control variables and the dependent variable of your study. Write up your findings.
 - USE SPSS to calculate inferential statistics on the aggregate data for the entire class. Write up your findings.

- Write a conclusion about what the results of these measures mean. Discuss how they could be used to help other people trying to address the target behavior that you focused on
- Regarding the answers to your qualitative items, you must
 - Transcribe your answers into a Microsoft Word Document (if you haven't already)
 - Highlight themes in the answers and color code them
 - Write a one-page narrative on the themes, and sub-themes found in the transcripts

Limitations/ethical issues (5%)

Due: ???

In this portion of the assignment students will write a paper that addresses the following questions:

- What limitations did you experience while doing this study?
- What extraneous events occurred that made data collection or measurement difficult?
- What ethical considerations should future researchers keep in mind when they are studying similar behaviors?

Presentation (5%)

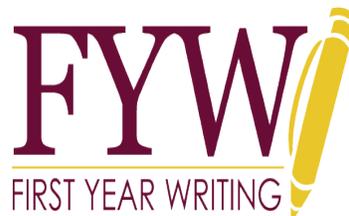
Due: ???

Each student will present a 10-minute report in class on his/her SSD Project. Student will discuss what happened during the ten weeks and what he/she concluded about the intervention's impact on the target behavior. Please provide some kind of visual during your presentation (power point, poster, handouts, etc.) that shows your data and changes in the behavior.

Course Outline

Week	Topics covered	Readings (to be completed prior to class)
1	-Introductions -Course overview -Review of quantitative and qualitative research	N/A
2	-Ethics, bias, and politics in data collection and analysis -Anti-positivism -Social constructionism	Krieg- Introduction and Chapter 6 Grbich- Introduction
3	-Coding variables and data input -Levels of measurement	Krieg- Chapters 1 and 8
4	-Frequency tables and presenting data graphically -Begin measures of central tendency	Krieg- Chapter 2

Week	Topics covered	Readings (to be completed prior to class)
5	-Continuation of measures of central tendency -Begin measures of dispersion	Krieg- Chapter 3
6	-Continuation of measures of dispersion	Krieg- Chapter 4
7	-Midterm review and exam	N/A
8	-Classical and critical ethnography -Phenomenology -Grounded theory -Feminist approaches	Grbich- Part 2
9	-Emerging approaches to qualitative data collection	Grbich- Part 3
10	-Coding and data input	Grbich- Part 4
11	-Content analysis -Narrative analysis -Conversation analysis -Discourse analysis	Grbich- Part 5
12	-Analyzing qualitative data (cont.) -Using computer software for qualitative computer analysis	Grbich- Part 6
13	Student presentations	N/A
14	Final review and exam	N/A



**First Year Writing Program
Rhode Island College
Annual Report
2016-2017**

1. *Complete the DSP Pilot*

In spring of 2017, the FYW Program pilot of Directed Self-Placement (DSP) concluded, and DSP as the placement method for RIC was unanimously approved by relevant stakeholders and administrators. This pilot was active for approximately five years and progressed through numerous phases.

In the Appendix, readers will find the executive summary of the final report of the DSP pilot. Our goal now is to refine the DSP process to insure that it meets the needs of all incoming FY students *and* that it accurately reflects the revised goals and outcomes of the FYW Program. We will also work with the Preparatory Enrollment Program (PEP) and with students who are admitted via the Performance-Based Admission Program (PBA). We will also continue to revise and update our methods and resources.

2. *Revise Outcomes for FYW Program*

The FYW Program has published new program-specific outcomes. Their creation has been a two-year process: the English Department's Composition Committee members met with focus groups of FYW instructors to draft the outcomes; we workshopped the outcomes at professional development events; and we elicited feedback digitally. These outcomes wed some of the most current research in FYW with the local needs and expectations of Rhode Island College. While FYW is mandated by COGE to meet four General Education Outcomes, these programmatic outcomes speak to the ways in which FYW instructors may choose to do so. In addition, shared outcomes ideally eliminate the need for common textbooks and/or a common syllabus, thereby enabling instructors a measure of freedom in the design of their sections.

A copy of the outcomes is available in the Appendix of this document.

3. *Begin to articulate relationship between FYW and WID courses*

The Director of Writing is a member of both COGE and the Writing Board. As such, she attended the COGE-sponsored WID discussion group on 8 February 2017.

We are hopeful that the publication/sharing of the FYW Program outcomes contributes to future conversations about WID expectations and outcomes. Understanding the kinds of work done in FYW will, we hope, allow WID instructors to build on this work in discipline-specific ways. We look forward to the opportunities to assist the Writing Board and other entities in this mission.

4. *Continue to offer professional development opportunities for instructors of FYW*

The FYW Program continues to offer quality professional development that focuses on community building, articulation of goals, and shared commitment to student learning. As in the past, we offered several professional development opportunities this past academic year; these are in addition to regular college-wide events such as our co-sponsored Writing Week events:

- FYW Program Annual August Summit (25 August 2016)
 - *Focus: multimodality*
- FYW Program Annual Mini-Summit (10 January 2017)
 - *Focus: Outcomes, publication of Tips for Teachers handbook*
- Instructor Invitationals
 - Doug Collins (3 October 2016)
 - Clarissa Walker (10 November 2016)
 - Ryan Burns (30 November 2016)
 - Ellen Partridge (29 March 2017)
 - David Malley (19 April 2017)

Future Goals (2017-2018 and beyond)*

1. **Revise the DSP questionnaire so as to better align with program outcomes and goals**
2. **Work with college leaders and stakeholders to more accurately address the needs of ELL/multilingual students**
3. **Continue efforts to articulate relationship between FYW and WID courses**
4. **Continue to offer professional development opportunities for instructors of FYW**

**Please note that the current Director of Writing, Becky Caouette, will be on sabbatical for spring 2018. As of this writing, the temporary Director for that period has not yet been announced, and so the future goals may be modified according to their wishes and expectations.*

Appendix

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Final Report: Directed Self-Placement (DSP) Pilot Conclusion and Recommendation

Submitted by FYW Program (Becky Caouette, Director of Writing)

17 April 2017

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Summary: Beginning in 2012, the FYW program has worked continuously with the Writing Center and OASIS to pilot a new FYW placement method for incoming first-year and transfer students. Prior to 2012, students who scored above a 430 in both the written and verbal components of the SAT were placed into FYW 100 (then WRTG 100); students with a 430 or below on either the written or the verbal components were required to sit for a writing placement exam. Exams were read by two scorers (in the case of a tie, three), who would decide if students could enroll in FYW 100 or FYW 010 (then ENGL 010).

The exigence to pilot a new placement method was multi-faceted, but major factors included: research on standardized testing bias; evidence of the arbitrary nature of cut-off scores for standardized tests; questions regarding the validity and reliability of writing placement exams as placement methods; ethical concerns regarding Writing Center labor and resources (including monetary); early research indicating success in the use of DSP at institutions similar to RIC; and opportunities to foster honest conversations about writing, preparedness, and confidence among students, advisors, instructors, and staff.

The Directed Self-Placement (DSP) pilot has been in place for several years and has progressed through several phases. In the current iteration, a large majority of students enrolled in FYW courses choose which of the four courses (FYW 010, FYW 100, FYW 100H, FYW 100P) best meets their needs. More information was provided in a report from 22 March 2016 (a copy of which is available below).

Given the results of a 2015-2016 survey of students and faculty in FYW, and in consultation with OASIS and the Writing Center, the FYW Program recommends that the DSP pilot conclude and that *DSP become the approved writing placement method at RIC*. In making this recommendation, we recognize that DSP is not perfect, that methods need to be revised in light of institutional and programmatic changes as well as changes to the student body, and that ongoing communication will

be key. In addition, research in placement/writing assessment methods continues in writing-related fields; RIC's placement methods should work to reflect the most recent scholarship and findings as applicable to our institution.

The FYW Program, in partnership with OASIS and the Writing Center, considers the following:

Spring Registration: Our student and faculty survey results from spring 2016 suggest that some students may have difficulty recalling their DSP Orientation session from the previous June. The FYW Program is also working to make sure students recall or (re)consider their placement choices for spring. For example, we work with the Director of Faculty Advising to consider ways to remind students about DSP during spring registration. We are also exploring, with Orientation and OASIS, techniques to provide students with reminders, or to record student choice, for reference during spring registration. As in the past, the Director of Writing emails all enrolled FYW students in January to remind them of their DSP sessions and of the resources available to them. Instructors in all FYW sections assign, collect, and read a first-week writing sample in the fall and spring as a final placement check; they also review the DSP process, and we have stressed the increased importance of this for spring term.

Changes to the Process: While we hope to officially end the piloting of DSP, the placement process will evolve in light of new information and materials. For example, the FYW Program recently revised its Outcomes and anticipates implementing them for the fall 2017 semester. In order to insure that our DSP questionnaire is valid, we will have to revise the questionnaire to reflect the Outcomes in the FYW Program. Likewise, research in DSP evolves, and we will adjust our placement methods to reflect new findings or methods.

Accessibility for All: Select student groups still do not fully participate in DSP; these include PBA students and those in PEP and the Honors Program. Our goal is to find a way for all students to participate in DSP while still acknowledging the particular needs and concerns of these student groups, and we work with program administrators to achieve this goal. Maria Muccio, PEP Coordinator, and the Director of Writing will determine any additional support PEP students may need for spring 2018 integration of PEP students into the DSP process. In addition, the Writing Center will continue to offer the Writing Placement Exam to students who request it as part of their placement decision-making process. Finally, we will continue to work with OASIS to provide placement information to all first-year students enrolled in the college.

Thank you for this opportunity to think more carefully about the writing needs of our student population and the ways in which placement can aid student success and confidence.

FYW Program Outcomes
(for FYW 100, 100P, 100H)
Rhode Island College
Version 1.0: May 2017

At Rhode Island College, FYW courses in General Education (FYW 100; FYW 100Plus; FYW 100Honors) meet four General Education Outcomes (Written Communication; Critical and Creative Thinking; Research Fluency; and Collaborative Work). We also draw heavily on the Writing Program Administrators (WPA) Outcomes Statement for First-Year Composition (v3.0) and refer readers to that Statement for a more thorough discussion of some of the items below. In the interest of localizing the WPA Outcomes Statement, we provide this document.

We remind readers that FYW courses are introductory; none of the outcomes listed below will be “complete” upon conclusion of the course. The FYW Program expects that students will have opportunities to build on these “habits of mind” at other points in their academic and professional careers. At RIC, students can expect to build on these outcomes in the following ways:

- General Education courses that address the Written Communication Outcome
- Writing in the Disciplines (WID) course(s) in every major
- Experiential learning and/or capstone courses

In the following document, we articulate two overarching Outcomes. The first, rhetorical situation, enables understanding as to how elements of the rhetorical situation (see below) help shape our composing choices. The second, awareness of process, suggests that students should engage in writing as a process—that writers enact different writing strategies and habits at different (and sometimes recursive) moments of composing. Together, these outcomes help students understand and discover the best available tools and resources so as to create the most effective texts possible. Research shows that these two outcomes are among several that help students transfer that which they learned in FYW to other writing courses and tasks.

Rhetorical Situation

Writers and designers compose in response to rhetorical situations. The most effective and persuasive writing responds, as much as possible, to different elements of the rhetorical situation. These include, but are not limited to:

- ∞ Author
- ∞ Audience
- ∞ Purpose
- ∞ Exigence
- ∞ Genre
- ∞ Constraints/Contexts
- ∞ Media

Upon successful completion of FYW, students should

- be introduced to the concept of writing as rhetorical and situational
- be introduced to different elements of the rhetorical situation
- have the opportunity to see how a writer’s ability to analyze and respond to rhetorical situations helps determine the effectiveness of a text
- understand how changes in the rhetorical situation (i.e., a new audience or a different purpose) may affect the text produced
- consider how rhetorical modes might work together to create persuasive texts (multimodal)
- consider how technology and diverse media influence, respond to, and/or create rhetorical situations (multimedia)
- have the opportunity to compose multimodal and multimedial texts
- have the opportunity to compose in response to rhetorical situations. That is: as much as possible, student-authored texts in FYW should respond to and help create real rhetorical situations

Process

Effective writing nearly always relies on a process that is somewhat dependent on the writer and rhetorical situation (a timed essay exam, for example, might allow for fewer significant revisions; a white paper might require a great deal of research).

Upon successful completion of FYW 100/100P/100H, students should be familiar with the following concepts and should have had opportunities to employ each of them during the semester. While elements of the writing process are listed here in a manner that may convey chronology or linearity, each concept may be employed at different points in a writing task; repeatedly; or not at all. And each concept loops back to another: research can be an invention strategy, while editing might lead to revision. Finally, a student’s ability to reflect on their writing process and rhetorical choices throughout that process, and to write, research, revise, or edit in response to such reflections, is critical. Responding to such reflections is an integral part of a writer’s process.

∞ Invention

Definition: This category is often called the pre-writing stage of writing and often involves heuristics such as brainstorming, freewriting, pre-writing, mapping, outlining, etc. But the label of “pre-writing” suggests that invention is the first task of writing; in reality, students may be called upon to invent and reinvent for a number of reasons.

FYW: In FYW courses, students should be offered

- time and space to explore concepts
- opportunities to try out new ideas
- opportunities to build on the work and ideas of others
- opportunities to discover areas of inquiry based on data and research
- opportunities to draw on prior knowledge and cultural experiences

∞ Research

Definition: The “[Framework for Information Literacy for Higher Education](#)” is a comprehensive document that works to define research. For the purposes of FYW, we emphasize the introductory nature of the course and the iterative nature of research. Research is the access, evaluation, and use of information from beyond the writer/author’s personal knowledge. Research can inform all stages in a student’s writing process

FYW: In FYW courses, students should engage in discussion and practice concerning

- what constitutes a credible source for each student’s project
- how one might evaluate sources for their credibility, usefulness, and accuracy
- how students might search (and re-search) for credible information
- how students might work credibly with the ideas of others in the student’s own text (summary, paraphrase, quotation, insertion, etc.)
- how research in academic disciplines, for difference purposes, audiences, and genres, might affect how one conducts, locates, and uses research
- why attribution and citation are important, with an understanding that different rhetorical situations call for different types and kinds of attribution and citation

∞ Drafting and Revision

Definition: Drafting is the act of writing or creating version(s) of a text. Drafts can be exploratory, unfinished, unpolished, and unedited; they often are part of the invention process. Revision is the act of reviewing/re-envisioning a draft in order to make changes to the draft, ideally in light of audience feedback; writers revise in order to better respond to a rhetorical situation in both content and style. The goal of revision, in general, is to produce more effective texts.

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- to draft as many versions of a text as practical in a given semester/session
- to revise each draft carefully and deliberately
- to see earlier drafts as often incomplete and messy
- to distinguish between the conventions of a draft and that of a finished text
- to distinguish between revising and editing
- to solicit feedback from audience members, in a variety of ways: written and verbal comments; peer review sessions; individual and group conferences
- to use feedback to create more effective drafts through revision
- to move from revision to submission of draft

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Definition: Proofreading is the practice of rereading/reviewing/revisiting a text with an eye towards surface-level clarity; it may require a review of grammar, mechanics, usage, design, and conventions. Editing is the practice of making surface-level changes to a text, often in response to careful proofreading.

FYW: In FYW courses, students should be encouraged

- to see proofreading and editing as often one of the final steps in the writing process—that proofreading and editing should not interfere with invention, drafting, revision, or research
- to consider issues of correctness and standardization as social conventions
- to distinguish between global and local issues in writing
- to understand that issues of grammar, mechanics, usage, design, and convention are not always about correctness, but are rather about purpose, audience, and ethos
- to see technology as one of several tools writers employ when proofreading and editing

First-Year Writing Statistics Fall 2016
Reflects totals from the close of the add/drop period

Sections 010.....	03
Sections 100.....	30
Sections 100H.....	02
Sections 100Plus.....	04

Total Sections First Year Writing..... 39

Adjunct Faculty/Emeriti.....	22
TT/FT Faculty.....	03
Part-time faculty.....	01

Total Instructors.....26

Sections

1. **7.7%** of all sections are taught by full-time/tenure-track faculty (3)
2. **2.6 %** of all sections are taught by part-time faculty (Writing Center Director) (1)
3. **89.7%** of all sections are taught by adjunct faculty/Emeriti (35)

Staffing

1. **~12%** of total instructors are tenure-track/full-time faculty (3)
2. **~85%** of total instructors are adjunct faculty/Emeriti (22)
3. **~4%** of total instructors are part-time faculty (Writing Center Director) (1)

FYW 010

Capacity is 10 students

# of sections below cap:	3 (total of 14 open seats)
# of sections at cap:	0
# of sections over:	0

- FYW 010 is at **53.33% capacity**.

First Year Writing 100

Capacity is 20 students

# of sections below cap:	3 (total of 5 open seats)
# of sections at capacity:	26
# of sections over capacity:	(@21): 1

- FYW 100 is at **99.3% capacity**

(continued on next page)

First Year Writing Statistics Spring 2017
Reflects totals from the close of the add/drop period

Sections 010.....	0
Sections 100.....	27
Sections 100P.....	04
Sections 100H.....	01
Total Sections First-Year Writing.....	32

Adjunct Faculty/Emeritus.....	17
TT/FT Faculty.....	05
Total Instructors.....	22

Sections

4. **16%** of all sections are taught by tenure-track faculty (5)
5. **84%** of all sections are taught by adjuncts/Emeritus (27)

Staffing

4. **23%** of total instructors are tenure-track/full-time faculty (5)
5. **77%** of total instructors are adjunct faculty/Emeritus (17)

FYW 010

No sections of FYW 010 spring 2017

First Year Writing 100

Capacity is 20 students

of sections below cap: 4 (total of 10 open seats)
 # of sections at capacity: 21
 # of sections over capacity: (@21): 2

- FYW 100 is at **98.5% capacity**

First Year Writing 100PLUS

Capacity is 15 students

of sections below cap: 4 (total of 21 open seats)
 # of sections at capacity: 0
 # of sections over capacity: 0

- FYW 100Plus is at **65% capacity**

(Continued on next page)

First Year Writing 100Honors

Capacity is 15 students

of sections below cap: 1 (total of 4 open seats)

of sections at capacity: 0

of sections over capacity: 0

➤ FYW 100Honors is at **73% capacity**

FYW Program Outcomes **(for FYW 100, 100P, 100H)** **Rhode Island College** ***Version 1.0: May 2017***

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July 30, 2017

2016-17 End-of-year FYS Report

Courses

Julie Urda remained as FYS Coordinator during the 2016-17 academic year. We offered 30 sections of FYS in Fall 2016 and 32 in Spring 2016. In the spring semester, we held an information-gathering session for all FYS faculty to discuss what was working and what could be improved with FYS going forward. The notes from that discussion are in exhibit 1 attached.

FYS Hold

We also implemented a new policy to place an FYS hold on registration accounts for students who have not completed an FYS within their first 30 credits. This new policy has had excellent results. First-year students now take the FYS requirement much more seriously and we have only a handful of students left taking FYS in their sophomore year.

Advisory Committee

Finally, we organized an FYS Advisory Committee (AC) to assist the FYS coordinator in making policy decisions that she felt should not be made unilaterally. This AC met once in the spring and twice in the summer to create several new plans for COGE to consider during Fall 2017. They are as follows:

New FYS Outcomes

Based on the results of the FYS faculty meeting in Spring 2017, four practical outcomes have been suggested as additions to five academic outcomes to be required for all FYS courses. These are:

- Introduction to computer skills at RIC
- Introduction to campus resources
- Introduction to practical skills
- Introduction to College expectations

Details for specific lessons and skills for each category are in exhibit 2 attached. FYS instructors claimed that although these topics may be covered in orientation, students do not retain the lessons. Instructors felt it would be best for everyone if these skills were taught in FYS as part of the curriculum so that all students could be ready for college courses after taking FYS. There may have to be some adjustment for courses taught in fall vs. spring semesters. The new FYS proposal form is in exhibit 3 attached.

FYS Teaching Policies

The AC would like to add some guidelines on the FYS web page:

- 1) FYS professors must be full-time faculty, which includes full-time contract faculty, new tenure-track hires, emeritus faculty (who may be part-time)

- 2) Applications for creating new FYS proposals must be submitted to the AC for approval
- 3) New FYS faculty (i.e., faculty who have not taught FYS previously) must have one year of teaching experience with evaluations to support it (submitted with application)
- 4) Scheduling of all FYS courses needs department chair approval

The AC would also like to make some policies official in writing, but not on the web page:

- 1) Although adjunct professors are not, as a rule, permitted to teach FYS courses, we recognize that, one adjunct professor has been allowed to teach FYS before the rules were absolutely clear to everyone now involved. This decision was taken at a time of dire need and since then the professor has demonstrated continuous quality as an FYS instructor. Therefore, said professor is grandfathered-in as an FYS instructor. However, now the rules are clearer and we are adhering to them strictly so this exception will no longer be made for anyone else under any circumstances.
- 2) We will begin using the student evaluation forms as a means for approving instructors to teach FYS courses. Anecdotal evidence from students and the evaluations themselves show inconsistencies in the teaching quality among our existing instructors. For our students to receive the instruction we expect from FYS the way it is designed, there must be better accountability. As such, the AC is in the process of taking the following measures:
 - Rewording some of the evaluation questions to measure opportunity to learn rather than degree of learning (which students may not be equipped to evaluate accurately)
 - Adding a question to insure that instructors leave the room while students complete evaluations
 - Adding an instruction that we expect at least two-thirds of students complete the evaluation form

A draft of the proposed new evaluation form is in exhibit 4 attached.

During the fall 2017 semester, the AC will develop an appropriate procedure for using the form to evaluate professors, provide them with constructive feedback, and offer them opportunities to develop their abilities in accordance with union by-laws (as is done within academic departments).

Proposed for AY 2017-18

- FYS Coordinator and Advisory Committee to develop FYS instructor evaluation and development procedure
- FYS Coordinator to update approved policies and outcomes online
- FYS Coordinator to organize and offer development programs for faculty in fall and spring semesters
- FYS Coordinator to launch online FYS materials sharing portal
- Hire and transition new FYS Coordinator (Director?) to take over responsibilities

Exhibit 1: Feedback from FYS Workshop

What works well

- Explain what class is for/less content
- Students learn about services available on campus
 - Take on tour
 - Have students visit them/report back to class
 - Scavenger hunt
- Teach how to do academic reading, e.g.,
 - What a seminar is
 - How to prepare for a discussion
 - How to prepare a presentation
- Peer tutoring in class (when students are at different levels)
- Back off a bit during mid-terms
 - Bring in L4L
 - Counseling Center for stress relief skills
- Schedule 1-on-1 time (incorporate into syllabus)
- Explain subset of reading in class
- Topics less predicated on prior knowledge; start where class knowledge already is
- Structured academic controversy

What does not work

- Starting with a highly-structured syllabus
- Poor balance between content and exploration
- FYS has to cover a lot of what should be covered in orientation
 - Communication: finding/writing email
 - Student lack of worldliness in general
 - Students don't do reading

Ideas for consistency across courses

- Explain the purpose FYS to students (less content)
- Introduce to services on campus
- Focus on learning skills through exploration of topic

New objectives going forward

- Make it clear (in writing): This is not your average RIC course (practical consequences of not attending/taking class)
- Expose to campus community and services
- More emphasis on basic college freshman skills
- Working in groups (i.e., not just collaborative work)

Help!

- Choosing the right topic—less prior knowledge; start where class already is
- How much do you expect students to read? See course workload calculator.
- Coordinate visits to campus services among FYS sections that meet at the same time

- Get students to attend class consistently/finish the course

Mid-term grade submission

- Consequence: Email blast from Administration
- Incentive: Reminder that grades don't have to be exact calculations, e.g.,
 - B: Good standing
 - D: In big trouble
 - F: Failing due to absence or missing assessments

Coming soon! (for faculty)

- Common portal for sharing syllabi, assignments, resources
- FYS funding for course-related expenses

Exhibit 2: Outcomes to add to FYS courses with details

Introduction to RIC computer skills

- OASIS (finding it online)
- L4L (finding it online)
- MyRIC
- Registration
- Email
- How to find information on RIC website
- Blackboard

Introduction to campus resources

- Career Center
 - Financial Aid
 - L4L/Foodbank
 - OASIS
 - Unity Center
 - Women's Center
 - User Support
 - Health Services
 - Disability Services
 - Student Success
 - Math Success
 - Security Services
- ...probably many more

Introduction to academic skills

- Critical reading
- Writing to learn
- Staying organized
- Taking notes
- Planning assignments
- Study skills

College expectations

- Academic honesty, especially plagiarism
- Classroom etiquette
- Personal responsibility
- Freedom of expression (what it means and does not)
- Ground rules and peer evaluations (when working in groups)
- Being respectful of others and their time
- Academic calendar awareness

Exhibit 3: Proposal Form for the First Year Seminar

Proposed Semester/year FYS will be offered:

Proposed Title of FYS (limit 10 words):

Name of Proposer:

Department Affiliation:

Signature of Dept. Chair:

Provide a description that will be used in various public materials targeted at incoming first years and potential RIC students (limit 50 words)

First Year Seminars should be designed to:

- Actively introduce and engage students in academic conversation
- Guide students in:
 - constructing academic questions
 - identifying authoritative resources to help address them,
 - after discovering potential answers, communicate those conclusions effectively to others
- Provide incoming students with academic role models
- Establish standards of academic behavior and collegiate expectations
- Teach skills and introduce Rhode Island College resources organically throughout the class as they become relevant
- Provide support for the transition from high school to college
- Encourage connections among the students, with faculty, with the College, and with the broader community

FYS should NOT be:

- Courses dominated almost entirely by lecture
- Online or hybrid courses (Blackboard, however, may certainly be used as a tool for student engagement)
- Introductions to a discipline or a survey of a field
- Test-based or assessed based on a few high-stakes assignments
- Assignments (papers, projects, oral presentations) undertaken without the careful and systematic guidance of the professor
- Designed specifically to assessment outcomes

Please provide an example of how your course will be especially successful in achieving these goals.

For each of the following major General Education program outcomes, identify potential projects, assignments or activities that will 1) engage students actively in the learning process and 2) teach a specified academic skill through the exploration of content.

General Education Outcome:	Assignments or Activities:
Critical and Creative Thinking*	
Written Communication*	
Research Fluency*	
Oral Communication	
Collaborative Work	
Computer skills	
Campus resources	
Academic skills	
College expectations	

*COGE has determined asterisked topics will be specifically assessed

Attach a tentative syllabus for your class. The syllabus should provide at least:

1. An initial list of major topics and subtopics to be considered in the course
2. Examples of assignments and other methods of student evaluation

Exhibit 4: New FYS course evaluation form

First Year Seminar Course Evaluation*

Semester/Year: _____ **Instructor:** _____

FYS-100 Section #: _____ **Course Title:** _____

The instructor should not be in the room when students complete this form.

Has the instructor left the room? Yes / No

For each of the following items, please circle the number that you feel best reflects your experience in the course, where:

- 5 is strongly agree
- 4 is somewhat agree
- 3 is neither agree nor disagree
- 2 is somewhat disagree
- 1 is strongly disagree

A. First Year Seminar Goals:

1. This course actively introduced and engaged you in academic conversation.	5	4	3	2	1
2. You were given opportunities to ask your own questions about the course material in this course.	5	4	3	2	1
3. You were introduced to a variety of authoritative resources for answering these questions throughout the course.	5	4	3	2	1
4. You were given regular opportunities to write and given feedback on that writing in this course.	5	4	3	2	1
5. You were given regular opportunities to speak up or talk with others in this course.	5	4	3	2	1
6. There were opportunities for active participation in this course.	5	4	3	2	1
7. The course engaged you in a variety of academic activities.	5	4	3	2	1
8. After taking this course, you have a better idea of collegiate expectations and academic behavior than you did before beginning college.	5	4	3	2	1

9. You have a sense of the many resources available to you here on campus.	5	4	3	2	1
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B. Effectiveness and Professionalism of the Professor:

10. Your professor is enthusiastic about the course material.	5	4	3	2	1
11. Your professor encourages student participation, welcomes questions and discussion pertinent to the course, and answers questions.	5	4	3	2	1
12. Your professor is clear, well organized and prepared.	5	4	3	2	1
13. Your professor makes expectations on assignments clear.	5	4	3	2	1
14. Your professor enjoys helping students and is available for consultation outside of class.	5	4	3	2	1
15. Your professor evaluates assignments fairly (for instance, writes pertinent comments, seems interested in trying to make you a better thinker and writer, makes clear how grades are determined) and promptly.	5	4	3	2	1
16. Your professor promotes an atmosphere of respect in the classroom.	5	4	3	2	1

C. Overall Course Experience:

How does this course compare to your other classes?

What did you like best about the class?

What do you think might be improved?

Would you recommend this FYS class to another student? Why or why not?

*The form has been condensed to fit on two pages for the sake of space



RHODE
ISLAND
COLLEGE

General Education at Rhode Island College

The General Education Program provides a foundation for deeper study in a wide range of academic disciplines. Through the General Education Program, students develop the skills and habits of mind necessary for full participation in an increasingly complex world. The structure comprises both foundational courses and upper-division courses that afford students the opportunity to further develop in their majors skills acquired in foundational courses and also to make connections across disciplinary boundaries. Students will develop the capacity to learn in their undergraduate courses and for the rest of their lives; we believe that goal requires introducing them to many different kinds of knowledge and offering many occasions for relating the knowledge they acquire. One key goal is to engage students fully in their own educations; we therefore offer as much choice and flexibility as possible in course selection and, crucially, a first year seminar meant to excite student interest in college-level learning and to introduce the habits of inquiry essential to the academic enterprise. The program also includes an integrated course that emphasizes comparative perspectives on particular topics or ideas.

General Education Outcomes

Each course in General Education addresses several outcomes. Students who complete the general education program will encounter each outcome at least once at an introductory level. No introductory course can fully meet an outcome. Rather, every course introduces or develops several outcomes. Relevant outcomes are addressed at a higher level within the advanced work of the respective majors.

Written Communication Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context.

Critical and Creative Thinking Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning.

Research Fluency Students will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems.

Oral Communication Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience.

Collaborative Work Students will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process.

Arts Students will demonstrate through performance, creation, or analysis an ability to interpret and explain the arts from personal, aesthetic, cultural, and historical perspectives.

Civic Knowledge Students will gain knowledge of social and political systems and of how civic engagement can change the environment in which we live.

Ethical Reasoning Students will demonstrate an understanding of their own ethical values, other ethical traditions from diverse places and times, and the process of determining ethical practice.

Global Understanding Students will analyze and understand the social, historical, political, religious, economic, and cultural conditions that shape individuals, groups, and nations and the relationships among them across time.

Quantitative Literacy Students will demonstrate the ability to: (1) interpret and evaluate numerical and visual statistics; (2) develop models that can be solved by appropriate mathematical methods; and (3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data including words, tables, graphs, and equations.

Scientific Literacy Students will understand how scientific knowledge is uncovered through the empirical testing of hypotheses; be familiar with how data is analyzed, scientific models are made, theories are generated, and practical scientific problems are approached and solved; have the capacity to be informed about scientific matters as they pertain to living in this complex world; be able to communicate scientific knowledge through speaking and writing.

Program Requirements

All degree programs require the completion of ten 4-credit General Education courses: three Core courses and seven Distribution courses. Students must also complete the Second Language requirement. A Writing in the Discipline requirement is also included in General Education and is a part of each major.

Core Requirement

First Year Writing (FYW)

FYW 100 (or FYWP) is required in freshman year. It introduces students to college-level writing and helps them develop the writing skills needed for success in college courses. Successful completion of the course (a final grade of C or better) will also meet the college's Writing Requirement. Courses are limited to twenty students.

First Year Seminar (FYS)

FYS 100 is required in the freshman year, with sections on a wide variety of topics. Each section is discussion-based, focused on developing critical thinking, oral communication, research fluency, and written communication. FYS 100 will not be offered in the summer or the early spring sessions. Students who enter the College as non-first year transfer students are not considered first-year students and are exempt from this requirement. Courses are limited to twenty students.

Representative First Year Seminars

Activism and Social Movements	Music and the Social World
Aliens Save Atlantis!	Native Arts
Black Homelands: Real and Imagined Spaces and Black Identities	Performance in the First Person: This is ME!
Contributions of Individuals with Disabilities to Global Society	Philosophy of Death
Creativity in YOU	Philosophy of Mind and Mental Disorder
Cuneiform to Cyberspace	Raid the collections!: Making discoveries in Rhode Island College collections
Dynamics of Disaster	Religions
Ethics in the family: From birth to death	Self, Mind, and Heart in Asian Philosophies
Fantastical World Travel Adventures	Sex Rights, Sex Wrongs
Food, Diet and Medicine in East Asian Civilization	Shock Therapy: Drama as Protest
From the "Raja" to the "Desi" Romance: 100 years of Bollywood	So you want a revolution? Rhetoric, Culture and Politics of the 1960s
Global Perspectives on Health	Sustainability
Graffiti Punks and Photojournalists: Art, Power, and Politics	Takin' It to the Streets...
Grimm and Glitter: The Books of Our Childhood	Tattoos aren't just for sailors anymore: Men, Women, and Bodies
Health Communications: I Wonder What They Really Mean	The Fix is In: Sports Page Scandals
Immigrant Children and the Children of Immigrants: Growing Up in a New America	You, Inc.: The Business of You
Language and Gender	
Leadership Studies Through the Biography	

Connections (C)

Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS and FYW courses and at least 45 college credits before taking a Connections course.

AFRI 262	Cultural Issues in Africana Studies	HIST 267	Europe and Beyond: Historical Reminiscences
ANTH 262	Indigenous Rights and the Global Environment	HIST 268	Civil Rights and National Liberation Movements
ANTH 265	Anthropological Perspectives on Childhood	HIST 269	Jazz and Civil Rights: Freedom Sounds
ANTH 266	Anthropological and Indigenous Perspectives on Place	HIST 272	Globalization 15th Century to the Present
ART 261	Art and Money	HIST 273	Latin America and Globalization, 1492-Present
ART 262	Encounters with Global Arts	HIST 275	Russia from Beginning to End
BIOL 261	The World's Forests	HONR 264	Seminar in Cross-Cultural and Interdisciplinary Issues
COMM 261	Issues in Free Speech	MUS 261	Music and Multimedia
COMM 262	Dialect – What we Speak	NURS 262	Substance Abuse as a Global Issue
COMM 263	East Asian Media and Popular Culture	NURS 264	Status of the World's Children
ENGL 261	Arctic Encounters	NURS 266	Health and Cultural Diversity
ENGL 262	Women, Crime, and Representation	PHIL 262	Freedom and Responsibility
ENGL 263	Zen - East and West	PHIL 263	The Idea of God
ENGL 265	Women's Stories Across Cultures	PHIL 265	Philosophical Issues of Gender and Sex
ENGL 266	Food Matters: The Rhetoric of Eating	PHIL 266	Asian Philosophies: Theory and Practice
ENGL 267	Books That Changed American Culture	POL 262	Power and Community
FILM 262	Cross-Cultural Projections: Exploring Cinematic Representation	POL 266	Investing in the Next Global Economy
GEND 261	Resisting Authority: Girls of Fictional Futures	POL 267	Immigration, Citizenship, and National Identity
GEND 262	Lights, Camera, Gender!: Gender in Film	SOC 264	Sex and Power: Global Gender Inequality
GEOG 261	Globalization, Cities and Sustainability	SOC 267	Comparative Perspectives on Higher Education
HIST 263	Christianity	SUST 261	Exploring Nature through Art, Science, Technology
		THTR 261	Contemporary Black Theatre: Cultural Perspectives

Distribution Requirement

Distribution courses emphasize ways of thinking and methods of inquiry within various disciplines. Students are required to take one course in each of the following seven areas:

Arts – Visual and Performing

ANTH 167	Music Cultures of Non-Western Worlds	ENGL 113	Approaches to Drama
ART 101	Drawing I: General Drawing	FILM 116	Approaches to Film & Film Criticism
ART 104	Design I: Two Dimensional Design	MUS 167	Music Cultures of Non-Western Worlds
ART 201	Introduction to Visual Arts (<i>No longer offered</i>)	MUS 201	Survey of Music
ART 210	Nurturing Artistic & Musical Development	MUS 203	Elementary Music Theory
ART 231	Prehistoric to Renaissance Art	MUS 225	History of Jazz
ART 232	Renaissance Art to Modern Art	MUS 223	American Popular Music
COMM 241	Introduction to Cinema and Video	PHIL 230	Aesthetics
COMM 244	Digital Media Lab	THTR 240	Appreciation & Enjoyment of the Theatre
DANC 215	Contemporary Dance & Culture	THTR 242	Acting for Non-Majors

History

HIST 101	Multiple Voices: Africa in the World	HIST 105	Multiple Voices: Latin America in the World
HIST 102	Multiple Voices: Asia in the World	HIST 106	Multiple Voices: Muslim Peoples in the World
HIST 103	Multiple Voices: Europe in the World to 1600	HIST 107	Multiple Voices: The United States in the World
HIST 104	Multiple Voices: Europe in the World since 1600		

Literature

ENGL 120	Studies in Literature and Identity	FREN 115	Literature of the French Speaking World
ENGL 121	Studies in Literature and Nation	ITAL 115	Literature of Italy
ENGL 122	Studies in Literature and the Canon	PORT 115	Literature of the Portuguese Speaking World
ENGL 123	Studies in Literature and Genre	SPAN 115	Literature of the Spanish Speaking World

Mathematics

MATH 139	Contemporary Topics in Mathematics	MATH 212	Calculus I
MATH 177	Quantitative Business Analysis I	MATH 240	Statistical Methods I
MATH 209	Precalculus Mathematics		

Note: Completion of the Mathematics category of General Education does not satisfy the College Mathematics Competency. In addition, students in the elementary education curriculum who complete MATH 144 (and its prerequisite, MATH 143) shall be considered to have fulfilled the Mathematics category of General Education.

Natural Science (lab required)

BIOL 100	Fundamental Concepts of Biology (<i>Formerly BIOL 109</i>)	PHYS 110	Introductory Physics
BIOL 108	Basic Principles of Biology	PHYS 200	Mechanics
BIOL 111	Introductory Biology	PSCI 103	Physical Sciences
CHEM 103	General Chemistry I	PSCI 211	Introduction to Astronomy
CHEM 105	General, Organic, and Biological Chemistry I	PSCI 212	Introduction to Geology
PHYS 101	General Physics I	PSCI 217	Introduction to Oceanography

Social and Behavioral Sciences

AFRI 200	Introduction to Africana Studies	POL 202	American Government
ANTH 101	Introduction to Cultural Anthropology	POL 203	Global Politics
ANTH 102	Introduction to Archaeology	POL 204	Introduction to Political Thought
ANTH 104	Introduction to Anthropological Linguistics	PSYC 110	Introduction to Psychology
COMM 240	Mass Media and Society	PSYC 215	Social Psychology
ECON 200	Introduction to Economics	SOC 200	Society and Social Behavior
GEND 200	Gender in Society	SOC 202	The Family
GEOG 100	Introduction to Environmental Studies	SOC 204	Urban Sociology
GEOG 101	Introduction to Geography	SOC 207	Crime and Criminal Justice
GEOG 200	World Regional Geography	SOC 208	Minority Group Relations
GEOG 206	Disaster Management	SOC 217	Aging and Society
POL 201	Development of American Democracy		

Advanced Quantitative/Scientific Reasoning

Prerequisites are in parentheses following the course title. “Math GE” means “Any Mathematics General Education Course; “NS GE” mean “Any Natural Science General Education Course.”

ANTH 306	Primate Ecology and Social Behavior (BIOL 100 or BIOL 108 or BIOL 111)	MATH 239	Contemporary Topics in Mathematics II (MATH 139 or consent of department chair)
ANTH 307	Human Nature: Evolution, Ecology and Behavior (BIOL 100 or BIOL 108 or BIOL 111)	MATH 241	Statistical Methods II (MATH 240)
ANTH 235	Bones and Stones: How Archaeologists Know (Math GE or NS GE)	MATH 248	Business Statistics I (MATH 177)
BIOL 221	Genetics (BIOL 111/BIOL 112)	MATH 324	College Geometry (MATH 212)
BIOL 335	Human Physiology (BIOL 111 and BIOL 112, or BIOL 108 and BIOL 231)	PHIL 220	Logic and Probability in Scientific Reasoning (Math GE or NS GE)
CHEM 104	General Chemistry II (CHEM 103)	PHYS 102	General Physics II (PHYS 101)
CHEM 106	General, Organic, and Biological Chemistry II (CHEM 105)	PHYS 120	The Extraordinary Physics of Ordinary Things (Math GE)
CSCI 423	Analysis of Algorithms (CSCI 315, MATH 212 and MATH 436)	PHYS 201	Electricity and Magnetism (MATH 213, PHYS 200)
GEOG 201	Mapping our Changing World (Math GE)	PHYS 309	Nanoscience and Nanotechnology (NS GE)
GEOG 205	Earth's Physical Environments World (Math GE)	PSCI 208	Forensics (Math GE or NS GE)
HIST 207	Quantitative History through Applied Statistics (MATH 240 or 248 and the History Distribution Requirement)	PSCI 214	Introduction to Meteorology (Math GE or NS GE)
HSCI 232	Human Genetics (BIOL 100, 108, or 111)	POL 300	Methodology in Political Science (POL 202 and Math GE)
MATH 213	Calculus II (MATH 212)	SOC 302	Social Research Methods I (Any 200-level sociology course and Math GE)
		SOC 404	Social Research Methods II (Any 200-level sociology course, POL 300 or SOC 302, and Math GE)
		SWRK 303	Social Work Research Methods II (Math GE; SWRK 240 or permission of instructor)

Second Language Requirement

Rhode Island College graduates are expected to communicate in and understand a language other than English at a novice-mid proficiency level. The Second language requirement of General Education is designed to meet that expectation.

Please Note:

- The Modern Language online placement test cannot be used to satisfy the language requirement. It is only a tool to select a class.
- If a student places at the 114 level through the placement test, he or she can take French 115, Italian 115, Portuguese 115, or Spanish 115 and satisfy the language requirement as well as the Literature category.

The Second Language Requirement may be fulfilled in any of the following ways:

1. By completing a RIC language course 102 or higher with a minimum grade of C. Note that the prerequisite for 102 language courses is completion of 101 with a passing grade, placement through the departmental online placement exam for selected languages, or consent of Department Chair. Completing ASL 102 (American Sign Language) with a minimum grade of C also satisfies the Second Language Requirement.
2. Through transfer credit from an accredited college or university.
3. Through transfer credit of a second language course from an approved study abroad program.
4. Through Advanced Placement (AP) credit. If students score three or higher on the AP Test in French, German, or Spanish, RIC will award 6 credits (equivalent to RIC language courses 113 and 114).
5. Through Early Enrollment Program credit for language courses 113 or 114. Students who wish to receive credit for language courses 101 and 102 will have to take the CLEP Test.
6. By completing the CLEP Test in French, German, or Spanish, with a score on the Level I test of 50 or higher.
7. By completing the ACTFL Oral Proficiency Interview (OPI) and the written exam for languages for which there are no CLEP or AP Tests. Level: OPI (offered in 65 languages): Novice Mid to High. Written test: Novice High (offered in twelve languages).
8. By completing the SAT II Subject Test (scores vary according to language).
9. Foreign/International students must submit an official middle school or high school transcript from a non-English-speaking country of origin.

May 2, 2018