

Name of Community: _____

Lead Faculty Member: _____ Ext. _____

Other Faculty Members: _____

Please explain how your learning community will meet each of the 11 learning outcomes specified below. This can be done through readings, classroom activities, assignments, and out-of-class opportunities. PLEASE RETURN THIS COMPLETED FORM TO DR. KEISHA HOERRNER (#1802) BY AUGUST 4th.

I. **Study Skills:** understanding academic strengths; test preparation skills; ability to find items through the library; diligence in reviewing class notes before the next class meeting; involvement in peer study groups; note taking in class; ability to cope with test anxiety

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

II. **Academic/ Cognitive Skills:** improving students' skills in writing, reading, decision-making, computer usage, and oral presentation.

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

III. **Critical Thinking Skills:** improving the students' ability to see multiple sides of issues; identify solutions to complex problems; evaluate the quality of opinions and facts

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

IV. **Connections with Faculty:** improving a students' understanding of faculty expectations of students; willingness to seek feedback from instructors; and communications with instructors outside class

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

V. **Connections with Peers:** improving the students' efforts to get to know students in classes; ability to meet new people with common interests; and ability to establish close friendships with peers.

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

VI. **Out-of-class Engagement:** increasing the students' participation in campus-sponsored organizations; contributions to the success of campus-sponsored organizations; time volunteered for worthwhile causes; and attendance at campus cultural events.

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

VII. **Knowledge of Campus Policies:** increasing the student's understanding of the college/university rules regarding academic honesty; the grading system; academic probation policies; registration procedures; and financial aid procedures.

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

VIII. **Knowledge of Academic Services:** increasing the students understanding of the role of the academic advisor; how to obtain academic assistance; how to obtain a tutor; and available library resources.

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

IX. **Managing Time & Priorities:** increasing the student’s understanding of the impact of establishing personal goals; preparing for tests well in advance; ability to establish an effective study schedule; ability to organize time to meet responsibilities

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

X. **Knowledge of Wellness:** improving the student’s understanding of the impact of stress and how deal with it; college students’ sexual issues; the impact of alcohol consumption; the impact of drug use; the impact of exercising regularly

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

XI. **Global Perspectives:** demonstrating an understanding of ethics, diversity, and a global perspective of their communities

Will this outcome be met in one class within the community or multiple classes? How will you measure effectiveness?

Meet & Eat Program #1: _____ **(date/title)**

Meet & Eat Program #2: _____ **(date/title)**

Meet & Eat Alternative: _____ **(date/title)**

Name of Community: _____ Save The Planet----Now _____

Lead Faculty Member: _____ Ext. _____

Other Faculty Members: _____

Please explain how your learning community will meet each of the 11 learning outcomes specified below. This can be done through readings, classroom activities, assignments, and out-of-class opportunities. PLEASE RETURN THIS COMPLETED FORM TO DR. KEISHA HOERRNER (#1802) BY AUGUST 4th.

- I.** **Study Skills:** understanding academic strengths; test preparation skills; ability to find items through the library; diligence in reviewing class notes before the next class meeting; involvement in peer study groups; note taking in class; ability to cope with test anxiety.

In ENGL 1101, students will be asked to take part in an ongoing discussion of rhetorical concepts. They will learn to develop audience-aware arguments with sound claims. The importance of effective writing across the disciplines will be stressed. Critical analysis of various texts, be they print, visual or virtual, will be emphasized throughout the course. This discussion will be enhanced by an exercise in their SCI 1101 course early in the semester. Students will be asked to consider the scientific facts versus the entertainment value of an ABC Dateline story on cloning. After viewing the piece, students will be asked to answer scientific questions related to cloning and will be unable to do so. Realizing the absence of scientific fact in such programming will allow students to consider media bias when presenting scientific information. The conversation will continue and be expanded upon in ENGL 1101. This exercise will help develop critical thinking skills and link the classes together. Students will see that we can begin “saving the planet now” by using critical thinking to evaluate information, solve problems, and seek answers. Likewise, in the MATH 1101 class, students will be asked to calculate data relating to environmental issues, and will be asked to do a group project and oral presentation using this data. This will allow students to apply practical, critical thinking skills to the subjects of math, science and composition. Presentation skills and the dynamics of group work will be discussed in ENGL 1101.

In ENGL 1101, students will be asked to do a research paper on a topic relating to science or technology. This paper will require multiple library sources. Using topics and data relevant to work in MATH 1101 will be encouraged.

Each student will set up a NetLibrary account and become familiar with navigating GALILEO. ENGL 1101 will rely heavily on the use of WebCT as a resource for supplemental reading materials, class agendas, homework postings, daily in-class writings, class discussions, and links to useful sites.

Skills will be assessed in each class within the community through tests, papers, group work and presentations.

- II.** **Academic/ Cognitive Skills:** improving students’ skills in writing, reading, decision-making, computer usage, and oral presentation.

ENGL 1101 will introduce students to the *process* of writing, and will give them the opportunity to write daily through in-class writings, homework responses, short papers, one research paper, and group work. Students will be asked to critically analyze a variety of texts (e.g. news editorials, speeches, movies, websites, songs, and various academic essays). Requiring students to analyze a wide range of material will allow them to understand the implicitly diverse nature of literacy in a digital age.

Students will be asked to generate their own topics that reflect the theme of “Saving the Planet—Now.” In class workshops will encourage invention. Students will be asked to create an ongoing list of potential topics

of interest throughout the semester. Current events and topics discussed in SCI 1101 and MATH 1101 will provide possible topics for the final research paper. A group project and oral presentation will be required in MATH 1101 and ENGL 1101. WebCT will be used daily. Skills will be assessed in each class within the community through tests, papers, group work and oral presentations.

III. Critical Thinking Skills: improving the students' ability to see multiple sides of issues; identify solutions to complex problems; evaluate the quality of opinions and facts

Please see answer to I.

IV. Connections with Faculty: improving a students' understanding of faculty expectations of students; willingness to seek feedback from instructors; and communications with instructors outside class
Students will be given specific, written instructions for each major assignment. Papers will be graded on a rubric based on argument, organization, and mechanics. The oral presentation will also be graded on a rubric. On research and writing days, short one-on-one conferences will take place. Providing face time for each student allows me to recognize individual needs, evaluate progress, and make suggestions. In-class conferences give each student the opportunity to receive feedback on a regular basis, and create a comfortable environment for discussion. Office hours and contact information will be provided. Discussions in class and in personal conferencing will allow instructors to assess these skills.

V. Connections with Peers: improving the students' efforts to get to know students in classes; ability to meet new people with common interests; and ability to establish close friendships with peers.

The nature of the discussions in ENGL 1101 should reveal common interests, and allow friendships to be made. Class activities focused on creating topics will allow students to discuss common goals, interests and concerns. Peer review and group work will also encourage students to get to know each other. A community service project will allow students to work together for a good cause. As facilitators, each instructor will mediate classroom discussions and ensure an open forum for respectful discussion within the classroom. Group dynamics will be discussed in class and assessed by the instructors. Mediation within small groups will be provided as necessary.

VI. Out-of-class Engagement: increasing the students' participation in campus-sponsored organizations; contributions to the success of campus-sponsored organizations; time volunteered for worthwhile causes; and attendance at campus cultural events.

Meet & Eats:

10/18 Gaining Global Perspective Through Study Abroad

11/02 Conflict Resolution in a Global Society

Community volunteer project to be discussed and determined at a later date.

VII. Knowledge of Campus Policies: increasing the student's understanding of the college/university rules regarding academic honesty; the grading system; academic probation policies; registration procedures; and financial aid procedures.

Academic honesty will be stressed in each class within the community. The importance of documenting sources and academic integrity will be reviewed in ENGL 1101. A rubric for papers and oral presentations will be available for review. Expectations will be clearly defined for all assignments. Likewise, grading procedures will be listed on each syllabus and discussed in class. Advising will be provided as necessary.

VIII. **Knowledge of Academic Services:** increasing the students understanding of the role of the academic advisor; how to obtain academic assistance; how to obtain a tutor; and available library resources. **Use of the Writing Center and the Math lab will be encouraged in ENGL 1101 and MATH 1101. Library resources will be covered throughout the ENGL 1101 course. In-class conferencing will be conducted on a regular basis in ENGL 1101 as a means of accessing needs and providing support.**

IX. **Managing Time & Priorities:** increasing the student's understanding of the impact of establishing personal goals; preparing for tests well in advance; ability to establish an effective study schedule; ability to organize time to meet responsibilities
Within ENGL 1101, students will be required to generate topics, and will experience the recursive and deadline-oriented nature of writing in an academic setting. Establishing clear due dates for writing, rough drafts and revisions will allow students to develop time management skills while working on long-term projects.

X. **Knowledge of Wellness:** improving the student's understanding of the impact of stress and how deal with it; college students' sexual issues; the impact of alcohol consumption; the impact of drug use; the impact of exercising regularly
Students will be notified and encouraged to attend campus activities that focus on stress reduction and wellness. Each instructor will lead by example and create a professional and approachable atmosphere within the community.

XI. **Global Perspectives:** demonstrating an understanding of ethics, diversity, and a global perspective of their communities
Ethics, diversity and global perspectives will be discussed in each class within the community with a focus on making a difference locally, nationally and internationally through awareness and critical analysis of current events. Students will be encouraged to attend the Global Perspectives Meet & Eat and the benefits of studying abroad will be discussed in ENGL 1101 with a personal focus on the instructor's experience studying abroad. The Global Conflict Resolution Meet & Eat will also serve this purpose. A community project that will be discussed and determined at a later date will also allow students to make the connection between local communities and global initiatives.

Meet & Eat Program #1: __10/18 Gaining Global Perspective Through Study Abroad

Meet & Eat Program #2: _ 11/02 Conflict Resolution in a Global Society

Meet & Eat Alternative: __09/25 Vote Locally: A Primer on Georgia Politics_