

## First-Year Learning Community Course Proposal

*By submitting this course for review, you agree to participate in regular assessment of transitional content learning outcomes and the GE learning outcomes matched to the FLC. Such assessment may require submission of student work to an assessment committee. The University Studies Curriculum Committee will review the course proposal for fit to the FLC program. The GE Subcommittee will review the proposal for fit to the GE program. Faculty instructors are encouraged to add additional learning objectives and content above and beyond FLC and GE requirements.*

### Course Information

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**Prefix & Course Number:** EDEC 160A/B

**Catalog Title:** Questions of Equity in Childhood and Adolescence

**Overarching Theme of the FLC:** Social Justice

### FLC Requirements

The 2019 General Education Curricular Revision requires the following of First-Year Learning Communities (FLCs):

| Content requirement                      | Explain how/where each requirement is addressed.  |
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| Meet at least two GE areas. <sup>1</sup> | EDEC 160A/B is a year-long course in which students earn 4 units per semester. Students earn GE credit as follows |

<sup>1</sup> If a department intends to include courses that meet GE Areas A2 or B4 they should consult with Academic Programs before starting this process to make sure EO 1110 requirements are also met.

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|  | <ul style="list-style-type: none"> <li>• Passing <b>fall</b> semester with a grade of C- or better earns 3 units in GE Area A1 (Oral Communication)</li> <li>• Passing <b>spring</b> semester with a grade of C- or better earns 3 units in GE Area A3 (Critical Thinking)</li> </ul> <p>A passing grade also earns 1 unit per semester of university elective credit.</p> |
| GE content is identifiable on transcripts as meeting 3 units of GE credit for each area addressed by the course. GE instruction may be blended across the year and among courses offered in a semester, as long as each area is listed on the transcript separately.                                   | <p><i>Specify in which semester credit is earned for each GE area and how course units are apportioned among GE, major, or elective credit.</i></p> <p>See above.</p>  |
| Be a year-long program. Year-long courses should typically be taught by the same faculty member with the same cohort of students.  | EDEC 160A/B is a year-long course. The instructor and cohort of students stay together for the full year.  |
| Deliver transitional content. The same faculty member should ideally teach the 3-unit GE area distribution course and 1-unit transition components each semester of the FLC. The 1-unit transition unit may be part of a four-unit course or may be a standalone 1-unit supplement to a 3-unit course. | The course includes one unit of transition content each semester. The transition content is blended into the course and is taught by the same instructor. See below for how the transitional learning outcomes are addressed.  |

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| Meaningfully <i>integrate</i> a peer mentor         | No comment required here. However, syllabus should demonstrate how the faculty member will deliver the transitional learning outcomes in active collaboration with the peer mentor (also see next section). |
| Preferred: class sizes with fewer than 20 students. | EDEC 160 has a maximum enrollment of 25 students per section.   |

## Transitional Learning Outcomes

Courses proposed as FLCs must address the following three **transitional** learning outcomes. To the extent possible, this transitional content should be meaningfully integrated with the substantive content of the course. Syllabus should demonstrate how the faculty member will deliver these outcomes in active collaboration with the peer mentor.

| Content requirement  | Explain where each requirement is addressed (e.g. specific reading, assignment, activity, lecture) and how it is <i>meaningfully integrated</i> with the substantive course content.   |
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| <p><b>Transitional Learning Outcome #1:</b></p> <p><b>Demonstrate skills necessary to be successful and actively engaged in college.</b></p> <p>1.1 Explore different academic paths and disciplines</p> <p>1.2 Identify academic passion(s)</p> <p>1.3 Explore ways to pursue academic passion(s)</p> <p>1.4 Practice active &amp; self-responsible learning</p> <p>1.5 Articulate the difference between high school and college</p> <p>1.6 Recognize the role that resilience and grit plays in a successful college career</p> | <p>1.1 Exploration of different academic paths and disciplines is listed as a required topic in the Course Guidelines document. EDEC 160, like most education courses, draws upon a variety of disciplines, including Psychology, Human Development, Sociology, Critical Race Studies, Philosophy, and Communication Studies. The contributions of these different disciplines to course topics are acknowledged as they arise. For example, the critical thinking text (Mayfield, 2014) discusses critical thinking as a discipline arising from Philosophy. As another example, when we discuss race, we encourage students to take AMCS and CALS courses to help them work more effectively in our diverse society. The first example meets learning outcomes for both critical thinking and the transition content; the second example meets learning outcomes for both the social justice and transition content.</p> <p>1.2 Identification of academic passion(s) is listed as a required topic in the Course Guidelines document. In the past, many students who have taken EDEC 160 have been undeclared and others have decided to switch majors. As different disciplines are encountered in the course, we encourage students to consider those disciplines as potential areas of focus, as described above in 1.1.</p> |

The “Campus Engagement” activity encourages students to attend different events on campus that have a social justice theme. One way that students can reflect upon the events they attend is to analyze the different disciplines that influenced the speaker, film, or event (see Campus Engagement prompt in Course Guidelines). This activity meets learning outcomes for both the social justice and transition content of the course.

The Social Justice Case assignment encourages students to investigate in-depth an academic topic that interests them. This assignment meets learning outcomes for the oral communication, critical thinking, social justice, and transition content of the course.

1.3 Exploration of ways to pursue academic passion(s) is listed as a course topic in the Course Guidelines document. In the fall semester, all students must attend a one-on-one meeting with the instructor and two one-on-one meetings with the peer mentor. Exploration of academic and career options is one topic that is addressed in these meetings.

The Social Justice Case assignment requires students to use academic sources to investigate a social justice issue that interests them. As part of their research, they are encouraged to meet with professionals in different disciplines who can give them insights into their issue. This assignment meets learning outcomes for the social justice, critical thinking, oral communication, and transition components of the course.

1.4 Active and self-reflective learning are listed as a required topic in the Course Guidelines document. In the sample syllabus for fall semester, active & self-reflective learning is the class topic in Week 3. In addition, students complete a self-assessment of learning near the middle of fall semester in order to encourage students to reflect upon what is and is not working.

1.5 The difference between high school and college is listed as a required topic in the Course Guidelines document. In the sample syllabus for fall semester, the difference between high school and college is a topic for discussion in Week 9, after students have been here long

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|   | <p>enough to talk in-depth about the differences and the ways in which they are successfully navigating those differences.</p> <p>1.6. Resilience and grit are listed as a required topic in the Course Guidelines document. In the sample syllabus for fall semester, students complete and discuss the Grit Scale by Angela Duckworth (<a href="https://angeladuckworth.com/grit-scale/">https://angeladuckworth.com/grit-scale/</a>) in Week 11.</p>  |
| <p><b>Transitional Learning Outcome #2:</b></p> <p><b>Demonstrate skills and dispositions to develop meaningful and healthy relationships.</b></p> <p>2.1 Develop a respect and appreciation for different social identities</p> <p>2.2 Engage intentionally and ethically in their community</p> | <p>2.1 Developing respect for different social identities is listed as a requirement in the Course Guidelines document and is a key element of this course. In particular, students consider identity in Week 2 (fall). The readings in the text called <i>Readings for Diversity and Social Justice</i> (Adams, et al., 2018) discuss identity and difference, especially the readings for Weeks 2 and 8 in the fall and for weeks 2 and 3 in the spring.</p> <p>Students read a total of five different young adult novels over the course of the year. These texts were chosen for their sensitive portrayal of different social identities in adolescence. Diversity, and the ways in which equality, power, and privilege affect the main characters are the main topics of conversation in the literature circles that students participate in all year.</p> |

In the Book Talk assignment, students consider the ways that race, ethnicity, gender, ability, age, sexuality, and home language are portrayed in children's picture books. They also consider the ways in which different issues of equality, power, and privilege influence the characters in these books.

In the context of the above three readings and assignments, students are encouraged to consider and share their own experiences and to show respect and appreciation for the experiences of their classmates. These assignments meet learning outcomes for the critical thinking, oral communication, social justice, and transition elements of the course.

2.2 In the first week of class, students discuss the kind of learning community they would like to build and they develop ground rules for a safe and respectful classroom environment. These ground rules are re-visited throughout the year.

The Campus Engagement assignment in the spring requires students to attend and reflect upon three campus events. This assignment encourages students to participate more actively in the campus community. It meets learning outcomes for both the social justice and the transition aspects of the course.

In the one-on-one meetings with the instructor and the peer mentor, students are asked about their interests and then supported in finding campus clubs, Greek organizations, or other campus communities that support their identities, goals, and interests.

**Transitional Learning Outcome #3:**

**Develop a sense of belonging within the campus community.**

3.1 Become familiar with campus resources designed to support student success

3.2 Utilize faculty as a resource in and outside of the classroom

3.1 Working with a partner, students develop and deliver a mini presentation on one campus resource by week 6 of fall semester. The prompt for this assignment is in the Course Guidelines. This assignment meets learning outcomes for both oral communication and transition.

3.2 Students attend at least one mandatory one-on-one meeting with the instructor – students receive points for attending. Faculty are required to post and hold office hours. All faculty commit to providing an increased level of guidance and support when assigned to teach this course.



## GENERAL EDUCATION LEARNING OUTCOMES

*Any FLC intended to be included in GE content categories A1 & A3 must meet the following GE Program Learning Outcomes. Please address how your course content, readings, and assignments, will address these GE Learning Outcomes. You are encouraged to integrate FLC material across semesters. Therefore, these GE Learning Outcomes may be addressed throughout or at any point(s) during the yearlong course.*

| Learning outcome   | Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.  |
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| <p><b>Communication:</b> Communicate clearly in written, oral, and/or performative forms in a variety of disciplines.</p> <p><i>Required by A1 &amp; A3 content criteria</i></p> | <p>Reading: Lumen Learning. (n.d.) <i>Principles of Public Speaking</i>. Open Source Material available at: <a href="https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/Principles-of-Public-Speaking_1-2-17.pdf">https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/Principles-of-Public-Speaking_1-2-17.pdf</a>.</p> <p>Students complete readings from this document every week. See the sample fall syllabus for a sample schedule of readings from this text.</p> <p>Oral Communication will be discussed on a weekly basis during fall semester and major concepts will be reviewed during spring semester. The schedule of oral communication topics is included in the sample fall syllabus. Instructors will assess students' understanding of these topics via quizzes or other assessment methods of their choice.</p> <p>Students will engage at least bi-weekly in half- or whole- class seminars. Students will take turns facilitating and observing the seminars. Observers use a rating scale to evaluate the</p> |

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|  | <p>quality of communication during the seminar; each seminar is debriefed by the observers and the instructor.</p> <p>Students will engage in at least two “Social Justice Bowls” each semester. In each bowl, students work in groups to adopt a position on a social justice dilemma. For example, in the last three years, students have identified solutions to the problem of children being separated from their parents at the southern border of the United States. Each group must present its position to the rest of the class, along with an explanation for why that position is best. Although students work in groups, the group is responsible for ensuring that all group members take part in communicating the group’s position.</p> <p>Students will complete at least two “one-minute talks” in small groups in order to reflect upon the public speaking readings and their own developing skills.</p> <p>Students will work in pairs to deliver a “mini presentation” on campus resources about one-third of the way through the semester. Students will watch video recordings of themselves and complete a self-assessment in order to identify areas of growth to work on prior to their signature assignment.</p> <p>Students will complete the fall signature assignment, which requires them to present a “book talk” on the social justice themes in a children’s picture book.</p> |
| <p><b>Critical Reading:</b> Actively analyze texts in a variety of forms, genres, and disciplines.</p> <p><i>Required by A3 content criteria</i></p> | <p>Reading: Mayfield, M. (2014). <i>Thinking for yourself: Developing critical thinking skills through reading and writing, 9th Edition</i>. Boston, MA: Wadsworth.</p> <p>Students will complete readings from this text throughout fall semester – it has specific chapters on argument, word precision, facts vs</p>   |

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|  | <p>opinion, evidence, inferences, assumptions, and points of view. See the sample fall syllabus for a sample schedule of readings.</p> <p>Topics relevant to applying the concepts in the Mayfield (2014) text when analyzing readings will be discussed at least bi-weekly throughout the fall and spring semesters. Please see the sample syllabi for a sample schedule of readings. Instructors will assess students' understanding of these topics via quizzes or other assessment methods of their choice.</p> <p>In the Course Guidelines document, a required activity is "In-class practice analyzing arguments in academic and popular media." In addition, the course guidelines require that students participate in at least two social justice bowls per semester (described above). In these friendly competitions, students must analyze the arguments presented in a variety of media for and against solutions to various social justice issues.</p> <p>In the sample syllabus, the final exam in fall semester requires students to analyze an argument in an opinion piece in a popular media source, such as the New York Times.</p> <p>In the Book Talk signature assignment (fall semester), students are required to critically analyze a children's picture book for the ways in which it portrays a particular social justice theme, power, agency, and race.</p> <p>In the spring, students complete the "Social Justice Case" signature assignment. This assignment requires them to read and analyze a variety of sources related to a social justice issues of their choice. Students must analyze the sources and choose four to as representing a credible argument in support of a specific solution to their issue.</p> |
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| <p><b>Information Literacy:</b> Iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically towards a creative, informed synthesis of ideas.</p> <p><i>Required by A1 &amp; A3 content criteria</i></p> | <p>In the fall semester, students will investigate the merits of a specific children's picture book with a social justice theme. This "Book Talk" assignment is the signature assignment for fall semester. Students will find and use professional book reviews to guide their analysis. They will present their findings in class.</p> <p>In the spring, the Social Justice Case signature assignment prompts students to complete a research project in steps. First, they submit a research question and receive feedback from the instructor. Then they participate in an in-class workshop on finding and evaluating scholarly and news media materials for this project. Third, they submit two of their sources with evaluative annotations. Finally, they synthesize their sources into a comprehensive "case study" that lays out the pro and con arguments relevant to their issue and identifies areas where further study is needed. Each case study is evaluated by the class as a potential candidate for the topic of the last "social justice bowl."</p> |
| <p><b>Argument:</b> Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry.</p> <p><i>Required by A3 content criteria</i></p>  | <p>Reading: Mayfield, M. (2014). <i>Thinking for yourself: Developing critical thinking skills through reading and writing, 9th Edition</i>. Boston, MA: Wadsworth.</p> <p>Students will complete readings from this text throughout fall semester – it has specific chapters on argument, word precision, facts vs opinion, evidence, inferences, assumptions, and points of view. See the sample fall syllabus for a sample schedule of readings.</p> <p>Topics relevant to the development and delivery of sound arguments will be discussed at least bi-weekly throughout the fall and spring semesters. Please see the sample syllabi for a sample schedule of readings. Instructors will assess students' understanding of these topics via quizzes or other assessment methods of their choice.</p>  |

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|  | <p>In the “Social Justice Bowls” (described above), students will work in small groups to develop and orally present an argument in support of the position they take on a variety of issues. Students will engage in at least two social justice bowls each semester.</p> <p>In the “Book Talk” (described above), students orally present an argument about the merits of a specific piece of children’s literature. They will provide evidence from professional reviews and their own reading of the text to support this argument.</p> <p>In the “Social Justice Case” signature assignment, students will present an argument in support of a specific position on their issue. Evidence for their argument will come from scholarly and news media articles. Their position will be delivered in writing and in a formal presentation.</p>   |
| <p><b>Integration:</b> Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop an understanding of complex issues.</p> <p><i>Required of FLCs by 2019 GE Revision</i></p> | <p>In the “Social Justice Bowls” (described above), students will work in small groups to develop and orally present an argument in support of the position they take on a variety of issues. For each case (they participate in a minimum of four over the course of the year), students must read a variety of sources representing different solutions to the issue and synthesize these to develop a position. The sources include newspaper and popular magazine articles, respected blogs and websites, and academic articles. The sources come from a variety of disciplines, depending upon the issue that is under consideration, but most usually include sources from Economics, Sociology, Medicine, Psychology, and Human Development.</p> <p>In the spring, students complete the “Social Justice Case” signature assignment. This assignment requires them to read and analyze a variety of sources from different disciplines</p> |

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|   | <p>related to a complex social justice issue of their choice. Students must synthesize the sources in order to write a “case” that presents the issue and offers possible solutions to it.</p> <p>In the spring, students keep a journal of instances in which they encounter critical thinking in their everyday lives. Their main task is to apply the concepts they are learning about the critical thinking discipline to their experiences, with the goal that they begin to understand their world in more complex ways.</p>   |
| <p><b>Additional GELO:</b></p> <p><b>Diverse Cultural Competencies:</b> Attain and apply knowledge of social power and difference in relations between self, other people, and social structures locally and nationally while honoring contributions of people of diverse identities.</p> | <p>The course looks at social justice issues as they affect different populations in the United States. In preparation for understanding those issues more comprehensively, students look at sociological definitions and constructs related to race (fall, weeks 8 &amp;9), gender (spring, weeks 2, 3, 4, and 5), and poverty (spring, weeks 6, 7, and 8). They also study the concepts of agency and structure (fall, week 3), power (fall, week 4 &amp; 5), and the cycle of socialization (fall, week 6).</p> <p>In the fall semester, students will investigate the merits of a specific children’s picture book with a social justice theme. This “Book Talk” assignment is the signature assignment for fall semester. The picture books are chosen because they have been written by authors and illustrators from a variety of cultures, and the main task of the students is to analyze the ways in which power, agency and structure, and race are portrayed in the book.</p> <p>Throughout the year, students read at least four young adult novels with social justice themes. Students participate in Literature Circles in class, in which they discuss the ways that power, agency and structure, race, gender identity, and social class influence the characters and determine their experiences.</p> |

## LOWER DIVISION GE REQUIREMENTS

| Content Requirement  | Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.  |
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| Be introductory in nature, promote exploration, and be suitable for majors and non-majors  | EDEC 160 is designed for first-year students. It assumes no or little prior experience with oral communication and critical thinking topics. It is open to students from all majors.   |
| Explicitly describe to students the ways in which the course is disciplinary/reflects its discipline   | EDEC 160 focuses on social justice as it applies to children and adolescents. Throughout the course, instructors will discuss the consequences of power, equality, and privilege on the development and learning outcomes of children and adolescents. Overt connections to education and human development will be made, primarily through lecture and discussion, in the weeks in which the concepts of identity (fall, week 2), socialization (fall week 6), race (fall, weeks 8 and 9), gender identity (spring, weeks 2, 3, 4, and 5), and poverty (spring, weeks 6, 7, and 8) are discussed. |
| Require no special prerequisites, unless the course is part of a specific sequence approved by the GE Subcommittee. <i>If requesting exception, note in 'Unique Circumstances' document.</i>   | The only pre-requisite for this course is that students be a first-year student.   |
| Be 4 units each semester, where 3 units of GE components are integrated with 1 unit if FLC transition components. Exceptions must be approved by Academic Programs, the GE Subcommittee, and EPC. Exceptions must be based on standard CSU, California Community College, and/or nationwide practices on teaching. | Students earn 4 units of credit each semester, but only 3 of those units are GE. Students earn 3 units of Oral Communication credit in fall semester and 3 units of Critical Thinking credit in spring semester. The remaining two units are elective credit covering the transition content that is required of all FLCs.   |

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| <i>If requesting exception, note in 'Unique Circumstances' document.</i> |  |
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| <b>GE AREA A1 CONTENT REQUIREMENTS</b> |
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| Courses proposed in GE Area A.1: <i>Oral Communication</i> must include the following content requirement(s): |
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| Content requirement  | Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.  |
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| Students will develop verbal and non-verbal skills required to give compelling oral presentations in English | <p style="color: #0070c0;">Reading: Lumen Learning. (n.d.) <i>Principles of Public Speaking</i>. Open Source Material available at:<br/> <a href="https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/Principles-of-Public-Speaking_1-2-17.pdf">https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/Principles-of-Public-Speaking_1-2-17.pdf</a>.</p> <p style="color: #0070c0;">Oral Communication will be discussed on a weekly basis during fall semester and major concepts will be reviewed during spring semester. The schedule of oral communication topics is included in the sample fall syllabus. Instructors will assess students' understanding of these topics via quizzes or other assessment methods of their choice.</p> <p style="color: #0070c0;">Students will engage at least bi-weekly in half- or whole-class seminars (described above).</p> <p style="color: #0070c0;">Students will engage in at least two "Social Justice Bowls" each semester (described above).</p> <p style="color: #0070c0;">Students will complete at least two "one-minute talks" (described above).</p> |



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|   | <p>Students will work in pairs to deliver a “mini presentation” on campus resources (described above).</p> <p>Students will complete the signature assignment, which requires them to present a “Book Talk” on the social justice themes in a children’s picture book (described above).</p>  |
| Students will develop the ability to prepare oral presentations based on students’ own research and composition | In the fall semester, students will investigate the artistic and substantive merits of a specific children’s picture book with a social justice theme. This “Book Talk” assignment is the signature assignment for fall semester. Students will find and use book reviews to guide their analysis. They will present their findings in class.   |
| Students will develop active listening skills required to hear another’s oral communication accurately          | “Listening Effectively” chapter, pp. 48-70 from the Principles of Public Speaking Text (described above). Includes a “Listening Profile” to encourage students to identify specific areas for growth.   |
| Students have experiences offering oral presentations both individually and as members of collaborative groups  | <p>The “Campus Resource Mini Presentation” and the Book Talk Signature Assignment are completed with a partner.</p> <p>The “One-Minute” practice talks and the Presentation of the “Issue Investigation” Signature Assignment are completed individually.</p> <p>Students work collaboratively in small groups in the “Social Justice Bowls.”</p>   |
| Course content will consider a large variety of intellectual and cultural traditions                            | The course looks at social justice issues as they affect different populations in the United States. In preparation for understanding those issues more comprehensively, students look at sociological definitions and constructs related to race (fall, weeks 8 & 9), gender (spring, weeks 2, 3, 4, and 5), and poverty (spring, weeks 6, 7, and 8). In the <i>Readings for Diversity and Social Justice</i> text (Adams et al., 2013), students read a variety of essays that represent different cultural and intellectual perspectives. In preparing for the social justice bowls, they read articles from scholarly and news media sources. These include sociological analyses of different issues that rely on data as well as personal narratives. |
| At least 20% of the final course student evaluation should focus on the development of oral presentations       | The Course Guidelines (attached) document for this course includes a statement that at least 20% of the final course student evaluation for fall  |

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|   | <p>semester (the semester in which the oral communication credit is earned) focus on the development of oral presentations.</p> <p>In the attached sample syllabus for the fall semester, the points given for activities that develop oral presentation skills are as follows:</p> <ul style="list-style-type: none"> <li>• Reading check-ins of the “Principles of Public Speaking” text = 12%</li> <li>• Student reflections on skill development = 5%</li> <li>• Practice speaking in seminar and literature circles = 10%</li> </ul> <p>Total = 27%</p>   |
| At least 40% of the final course student evaluation should include the effectiveness of oral presentations                              | <p>The Course Guidelines document (attached) for this course includes a statement that at least 40% of the final course student evaluation for fall semester (the semester in which the oral communication credit is earned) include the effectiveness of oral presentations.</p> <p>In the attached sample syllabus, the points given for assessment of the effectiveness of oral presentations are as follows:</p> <ul style="list-style-type: none"> <li>• Book Talk = 25%</li> <li>• Campus Resource Presentation = 5%</li> <li>• Performance in Social Justice Bowls = 5%</li> <li>• One-Minute Talks = 5%</li> </ul> <p>Total = 40%</p> <p>In addition, students complete an additional presentation in the spring semester, but that work is not included here, since the GE credit is awarded at the end of fall semester.</p> |
| <i>Preferred:</i> class sizes with fewer than 25 students. Research shows that small class sizes benefit student learning and retention | The maximum enrollment in EDEC 160 is 25 students per section.   |

## GE AREA A3 CONTENT REQUIREMENTS

| Content requirement   | Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.  |
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| <p>Students will learn to identify and analyze arguments through evaluating information, evidence, conclusions, language, reasoning, logic, and/or problem solving.</p> | <p>Reading: Mayfield, M. (2014). <i>Thinking for yourself: Developing critical thinking skills through reading and writing, 9<sup>th</sup> Edition</i>. Boston, MA: Wadsworth.</p> <p>Students will complete readings from this text throughout fall semester – it has specific chapters on argument, word precision, facts vs opinion, evidence, inferences, assumptions, and points of view. See the sample fall syllabus for a sample schedule of readings.</p> <p>Reading: Elder, L., &amp; Paul, R. (2013). <i>30 days to better thinking and better living through critical thinking</i>. Upper Saddle River, NJ: Pearson. In the spring semester, this text is used to review and further investigate the critical thinking topics that are introduced in the fall. In addition, it helps students to structure their entries in their Critical Thinking Journal. The text includes reviews of logic (week 2), facts and assumptions (week 7), reasoning (weeks 5, 6, 8, and 12), and language (week 8), and the ways in which these concepts are related to sound conclusions and problem-solving are noted throughout the text.</p> <p>In conjunction with the above two texts, identification and analysis of sound arguments will be discussed and practiced at least bi-weekly throughout the fall and spring semesters. Please see the sample syllabi for a sample schedule of readings. Instructors will assess students' understanding of these</p> |

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|   | <p>topics via quizzes or other assessment methods of their choice.</p> <p>The Course Guidelines Document requires that all sections include in-class practice analyzing arguments in popular and academic media. In the Social Justice Bowls students analyze arguments in journalistic and academic articles.</p> <p>The “Social Justice Case” signature assignment requires students to analyze opposing arguments related to the social justice issue they choose.</p>  |
| Students will engage in and apply inductive and deductive reasoning in multiple contexts.   | <p>Inductive and deductive reasoning are topics covered in both the Mayfield (2014) and the Elder &amp; Paul (2013) texts. In the sample syllabus for fall semester, these topics are discussed explicitly in week 13 (deduction) and week 14 (induction). In addition, inductive fallacies are discussed in week 3 of the spring semester.</p> <p>The Course Guidelines document states that Inductive and Deductive reasoning must be explicitly taught and assessed. Practice in using both kinds of reasoning will be part of class activities.</p> <p>In the Social Justice Bowls, students will analyze and develop pro and con arguments relevant to at least four different social justice issues. The arguments they read in preparation for the bowls are both inductive (e.g. relying on a series of personal stories to build the case) and deductive (e.g. arguing the legitimacy of a course of action from Human Rights principles). Students must evaluate these arguments and decide whether to adopt them when arguing in support of their own position.</p> |
| Students will make a decision, develop and defend arguments through evidence-based premises | As described in the previous box, in the Social Justice Bowls, students will analyze and develop pro and con arguments in  |

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| and conclusions, and develop their own arguments in relationship to counter-arguments.   | <p>relation to at least four different social justice issues. The bowls are a friendly competition which require students to present and argue for their own position, listen to the positions of the other teams, and then decide whether or not to revise their original position.</p> <p>In the “Social Justice Case” signature assignment, students research a specific social justice issue, present arguments representing opposing perspectives on the issue, and then develop an argument in favor of a specific solution to the issue.</p> |
| Preferred: class sizes with fewer than 20 students. Research shows that small class sizes benefit student learning and retention | The maximum enrollment in EDEC 160 is 25 students per section.  |

## SIGNATURE ASSIGNMENT

### Signature Assignments

Instructors of FLCs must be willing to provide signature assignments (instructions and student artifacts) for assessment. Please provide a draft of one or more signature assignments that may be used to assess GE and transitional learning outcomes.

### Content requirement

**Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.**

Is engaging in that it sparks student intellectual curiosity, is relevant to their lives, results in a product they can showcase, and is enjoyable.

### **Signature Assignment #1: Book Talk**

Students in past years have enjoyed the Book Talks. Children's picture books are inviting and fun, and students enjoy engaging with them. In addition, this particular assignment invites them to look at picture books as legitimate pieces of poetry and art – something they have usually not considered before. They become curious about the people who create and review children's books and they look at them with new eyes. For example, they often wonder what motivates children's authors to present complicated and the often-disturbing topics related to social justice to children.

In addition, the visual presentations (Power Point, Google Slides, etc.) that students create are usually centered on the illustrations in the picture books and include very few bullets or text. This way of using slides is often new to students, and they are excited to think about other ways in which they might use these tools to "show" while they use their voices to "tell."

### **Signature Assignment #2: Social Justice Case**

For the Social Justice Case assignment, students choose a social justice issue that is interesting and relevant to them. For example, in past years, we have had students choose to study aspects of the criminal justice system because they have known juvenile

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|   | <p>offenders, the experience of students with disabilities in public schools because they have siblings with special needs, and the experiences of children at the southern border of the United States because they have had that experience themselves.</p> <p>It is our experience that the Social Justice cases the students produce are often deeply meaningful to them, and they feel a sense of pride in their ability to untangle and think through the different aspects of these very complex issues. They also enjoy the friendly competition to write a case that will be chosen as the basis for the last Social Justice bowl.</p>               |
| <p>Involves student performance on something other than a test. Examples include essays, art galleries, projects, presentations, lab reports, service learning journals, websites, posters, creative writing, creative combinations, etc.</p>   | <p><b>Signature Assignment #1: Book Talk</b></p> <p>The Book Talk is a presentation, which includes oral delivery of an argument about the artistic and socio-cultural merits of a children's picture book, along with a visual component.</p> <p><b>Signature Assignment #2: Social Justice Case</b></p> <p>The case that students produce is a collection of documents that can be read by anyone who wants to be more informed on the issues. The case includes a 2-page summary of the issues (written by the student) and at least four reliable sources of information and evidence to aid the potential reader in forming an opinion on the issue.</p> |
| <p>Results in a piece of student work that demonstrates GE and Transitional Learning Outcomes.</p> <p><i>(Note: Signature assignment(s) prompt should include the learning outcomes, how it will be graded, and how learning experiences will be engaged.)</i></p> <p>Three GE learning outcomes:</p> | <p><b>Signature Assignment #1: Book Talk</b></p> <p>The signature assignment for the Oral Communication aspect of the course is the "Book Talk" in fall semester. Please see the guidelines for this assignment on pages 21-23 of the Course Guidelines document.</p> <p>The Book Talk assignment assesses student proficiency the following learning outcomes:</p>   |

- 1) One A1 Learning Outcome
- 2) One A3 Learning Outcome
- 3) The *Integration* GE Learning Outcome, and:

Two (of the three) transitional Learning Outcomes.

- Communication (GE Area A1): *Communicate clearly in written, oral, and or performative forms in a variety of disciplines.*
- Transition Learning Outcome #2: *Demonstrate skills and dispositions to develop meaningful and healthy relationships.*

Communication: In the Book Talk assignment, students consider the ways that race, ethnicity, gender, ability, age, sexuality, and home language are portrayed in children's picture books. The assignment will be graded according to the students' ability to clearly communicate their findings orally. Artifacts that can be submitted for program assessment purposes include the student's visual aids and oral communication assessment rubrics completed by the instructor.

Transition Outcome #2: In the Book Talk assignment, students consider the ways that race, ethnicity, gender, ability, age, sexuality, and home language are portrayed in children's picture books. They also consider the ways in which different issues of equality, power, and privilege influence the characters in these books. In completing this assignment, students will continue to develop their understanding of what it means to live in a diverse society and the different ways in which people are unequally affected by different social forces. After delivering their book talk, students will complete a self-reflection, in which they will be asked to explain how completing this assignment has changed their thinking about their own relationships and place in their community.

### **Signature Assignment #2: Social Justice Case**

The Signature Assignment for the Critical Thinking aspect of this course is the "Social Justice Case" in spring semester. Please see the guidelines for the Social Justice Case assignment on pages 26-28 of the Course Guidelines document.

The Social Justice Case Assignment assesses student proficiency in the following learning outcomes:



- Argument (GE Area A3): *Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry*
- Integration: *Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop an understanding of complex issues*
- Transition Outcome #1: *Demonstrate skills necessary to be successful and actively engaged in college*

Argument: In the “Social Justice Case” signature assignment, students will present an argument in support of a specific position on their issue. Evidence for their argument will come from scholarly and news media articles. Their position will be delivered in writing and in a formal presentation. The written case can be submitted for program assessment purposes.

Integration: The Social Justice Case signature assignment requires students to read and analyze a variety of sources from different disciplines (e.g. sociology, political science, cultural studies, critical race theory, human development) related to a complex social justice issue of their choice. Students must synthesize the sources in order to write a “case” that presents the issue and offers possible solutions to it.

Transition Outcome #1: The Social Justice Case assignment is a major research project that requires students to use college-level skills to hone an appropriate question, research the issue using reliable academic sources, and put together a case that can be read, understood, and analyzed by their peers. Students must practice active and self-responsible learning, and they must show persistence in order to successfully complete the project. They must also practice college-level skills that go beyond what they would have learned in high school. Students choose an issue that interests them, thus giving them the opportunity to explore different disciplines and to talk

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|   | with an expert in a discipline that is potentially of interest.  |
| Includes a student reflection component | <p><b>Signature Assignment #1: Book Talk</b></p> <p>After they deliver the “Book Talk,” students complete a self-evaluation of their oral communication skills. Instructors can choose to use the “Self-Assessment of Oral Communication Skills” questionnaire in the course guidelines or to design a different reflective component. Either way, the goal is to have students reflect upon how their oral communication skills have grown over the course of the semester and to identify at least one area for future growth.</p> <p>In addition, each student will individually reflect upon what they learned about their own relationships and place within a specific community.</p> <p><b>Signature Assignment #2: Social Justice Case</b></p> <p>The assignment includes the requirement that students consider what they learned by writing a reflection that includes the following parts: an evaluation of the degree to which they used their developing critical thinking skills while putting together the case, an explanation of how researching the issue did or did not provide the student with new insights into what they would like to study in college, and an evaluation of the extent to which the student practiced active and self-responsible learning and exhibited persistence. The first part of the reflection is focused on the critical thinking aspect of this course, while the last two parts are focused on the transition nature of the first-year learning community.</p> |

# Course Guidelines

School of Education  
Department of Early Childhood Studies

This set of course guidelines specifies the content and elements that must be included in all sections of EDEC 160A/B. Individual instructors have discretion to add content and to decide on teaching methods, but the information in this document must be included in the syllabus, taught explicitly, and assessed. Questions about this document should be directed to the Department Chair.

## I. Course Title and Units

EDEC 160A Questions of Equity in Childhood and Adolescence  
Fall Semester, 4 units

EDEC 160B Questions of Equity in Childhood and Adolescence  
Spring Semester, 4 units

## II. Catalog Description

The course description is the same for both semesters.

In this learning community, students will study how the lack of equality, power, and privilege affect the identities, learning, and development of children and adolescents. Students develop critical thinking skills, oral communication skills, and diversity awareness through critical analysis and discussion of multicultural children's and young adult literature and through consideration of relevant case studies.

## III. Prerequisites and Course Information

Open to First Year Students only.

GE/SSU Studies Category: Students earn GE credit as follows

- Passing fall semester with a grade of C- or better earns 3 units in GE Area A1 (Oral Communication)
- Passing spring semester with a grade of C- or better earns 3 units in GE Area A3 (Critical Thinking)

A passing grade also earns 1 unit per semester of university elective credit.

## IV. Course Learning Outcomes

Social Justice Learning Outcomes

1. Explain how power operates within different communities and how power imbalances commonly affect child development. Identify specific personal, organizational, and cultural/societal forces that contribute to inequalities experienced by children and families.
2. Define privilege and explain common ways it affects children's learning and development.

3. Explain what is meant by the term “Cycle of Socialization” and explain how the cycle influences personal and social identity in childhood.
4. Provide detailed examples of how race, gender, and class contribute to the construction of personal identity in childhood.
5. Explain common ways that childhood poverty affects learning and development.
6. Distinguish between the different ways that agency and structure contribute to racism, sexism, and multi-generational poverty.

#### General Education Learning Outcomes

1. Critical Reading: Actively analyze texts in a variety of forms, genres, and disciplines. (GE Area A3)
2. Information Literacy: Iteratively formulate questions for research by gathering diverse types of information, identifying gaps, correlations, and contradiction; and using sources ethically toward a creative, informed synthesis of ideas. (GE Area A1)
3. Argument: Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry. (GE Areas A1 and A3)
4. Communication: Communicate clearly and eloquently in written, oral and/or performative forms in a variety of genres and disciplines. (GE Area A1)
5. Integration: Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop an understanding of complex issues. (GE Area A3)
6. Diverse Cultural Competencies: Attain and apply knowledge of social power and difference in relations between self, other people, and social structures locally and nationally while honoring contributions of people of diverse identities. (GE Area A3)

#### Transition Learning Outcomes

1. Demonstrate skills necessary to be successful and actively engaged in college.
2. Demonstrate skills and dispositions to develop meaningful and healthy relationships.
3. Develop a sense of belonging within the campus community.

To the extent possible, transition learning outcomes must be integrated with the rest of the course content.

Please see Sections VI and VII of this document for required content, activities, and assignments that address the GE learning outcomes and integrate the transition learning outcomes. In addition, keep in

mind that your peer mentor has received extensive training on transitional content and on ways to integrate transitional content into course activities. Please see Section VIII for guidelines on working with your peer mentor.

## V. Course Materials

The following textbooks (or department-approved equivalents) are required. Instructors who wish to change the texts are encouraged to discuss the changes with instructors who are teaching other sections of the FLC in order to preserve consistency.

### Fall Semester

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman H.W., Peters, M.L., & Zúñiga, X. (Eds.) (2018). *Readings for diversity and social justice, 4th edition*. New York: Routledge.

Lumen Learning. (n.d.) *Principles of Public Speaking*. Open Source Material available at: [https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/Principles-of-Public-Speaking\\_1-2-17.pdf](https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/Principles-of-Public-Speaking_1-2-17.pdf).

Wurth, E.T. (2014). *Crazy Horse's Girlfriend*. Chicago, IL: Curbside Splendor Publishing.

Mayfield, M. (2014). *Thinking for yourself: Developing critical thinking skills through reading and writing, 9th Edition*. Boston, MA: Wadsworth.

In addition, students choose one of the following books:

Alvarez, J. (2010). *Return to sender*. Yearling Books.

OR

Lai, T. (2011). *Inside out and back again*. HarperCollins.

OR

Patel, S. (2016). *Rani Patel in full effect*. Cinco Puntos Press.

OR

Wright, D. & Bouchard, L. (2016). *Away running*.

### Spring Semester

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman H.W., Peters, M.L., & Zúñiga, X. (Eds.) (2013). *Readings for diversity and social justice, 3rd edition*. New York: Routledge. (We used this text in the fall.)

Andrews, A. (2014). *Some assembly required: The not-so-secret life of a transgender teen*. Simon & Schuster.

Elder, L., & Paul, R. (2013). *30 days to better thinking and better living through critical thinking*. Upper Saddle River, NJ: Pearson.

In addition, students choose one of each of the following pairs of books:

Booth, C. (2007). *Tyrell*. Push.

OR

Kwok, J. (2010). *Girl in translation*. Penguin Group.

Abirached, Z., & Gauvin, E. (trans.) (2012). *A game for swallows: To die, to leave, to return*. Lerner/Graphic Universe.

OR

Skrypuch, M.F. (2008). *Daughter of war*. Fitzhenry & Whiteside.

## VI. Required Course Content

These topics must be explicitly taught and assessed.

### A. Social Justice Topics (taught and assessed in both semesters)

1. Identity as a social construct
2. Identity as the result of intersecting characteristics (race, ethnicity, gender, sexuality, ability, age, home language, etc.)
3. Cycle of socialization; socializing forces in childhood
4. Three sources of discrimination and inequality: individual, institutional, societal (a.k.a. agency and structure)
5. United Nations Declaration of the Rights of the Child
6. Privilege, Power, and Economic Inequalities
7. Difference and “othering”
8. Racial disparities in childhood and consequences
9. Gender and sexuality identity disparities in childhood and consequences
10. Economic disparities in childhood and consequences

### B. Oral Communication Topics (all topics must be taught in fall semester, signature assignment in fall semester, further practice in spring)

1. Participate effectively in small and large group discussions
  - a. Prepare for discussions; organize thoughts and questions ahead of time
  - c. Stay open-minded
  - d. Ask questions and make comments that are relevant and meaningful
2. Create and deliver speeches for informing, persuading, and motivating
  - a. Identify an audience and its needs
  - b. Organize of an effective speech
  - c. Develop a persuasive argument
  - d. Increase competency in the following skills: verbal skills, non-verbal communication, articulation and modulation of voice, appropriate stage presence, credibility, confidence, and engaging audience
3. Responsibly research and evaluate sources
4. Use emotional and logical appeals responsibly
5. Effectively and ethically listen and participate in all oral communication activities
6. Self-evaluate oral communication skills
7. Understand the role of speaking in citizenship

### C. Critical Thinking Topics (taught both semesters, signature assignment in spring semester)

1. Identify and analyze arguments through evaluating information, evidence, conclusions, language, reasoning, logic, and problem-solving
2. Word precision
3. Facts vs opinion
4. Evidence
5. Inferences
6. Assumptions
7. Points of View
8. Common Fallacies (focus on identifying the reasoning errors, not the names of the fallacies)
9. Inductive reasoning
10. Deductive reasoning
11. Make a decision, develop and defend arguments through evidence-based premises and conclusion, and develop one's own arguments in relationship to counter-arguments

D. First-Year Transition Content (taught and assessed in both semesters)

1. Explore different academic paths and disciplines
2. Identify academic passions and explore ways to pursue them
3. Practice active and self-responsible learning
4. Articulate the difference between high school and college
5. Recognize the role that resilience and grit play in a successful college career
6. Develop a respect and appreciation for different social identities
7. Engage intentionally and ethically in one's community
8. Become familiar with campus resources designed to support student success
9. Utilize faculty as a resource in and outside of the classroom

## VII. Teaching Methods and Evaluation Tools

### Activities and Assignments

Each instructor has some discretion on how to teach the content and assess the learning outcomes of this course. However, given its nature as a course that meets the SSU requirements for oral communication, critical thinking, and first-year learning communities, the following class activities are required. Click on each link for supporting materials.

1. Mandatory one-on-one meetings with the instructor and with the peer mentor.
1. [Small group discussions with instructor/peer feedback \(Appendix A\)](#)
2. [Large group discussions with instructor feedback \(Appendix B\)](#)
3. [Social Justice bowls \(Appendix C\)](#) or a similar activity that requires students to take a position on an issue and argue that position – at least two per semester with peer and instructor feedback
4. At least two in-class oral presentation practice sessions via “one-minute talks” or a similar activity
5. In-class practice analyzing arguments in academic and popular media
6. In-class workshop on finding and evaluating scholarly materials for the Social Justice Case assignment.
6. [Campus resource mini-presentations \(Appendix D\)](#) or similar activity
7. [Oral Communication Signature Assignment \(Appendix E\)](#): Book Talk (fall semester)

8. [Critical Thinking Signature Assignment \(Appendix F\)](#): Social Justice Case (spring semester)
9. [Self-assessment of oral communication skills \(Appendix G\)](#) or similar activity (fall semester)
10. [Self-assessment of learning \(Appendix H\)](#) or similar activity
11. [Campus Engagement assignment \(Appendix I\)](#) or similar activity

Because they are used for assessment purposes across the sections, the Book Talk and Social Justice Case assignments cannot be changed. If changes are made to the other activities and assignments, instructors must consult the Course Content Criteria for Oral Communication, Critical Thinking, and First-Year Learning Communities to ensure that the course continues to meet the criteria for each. Changes must be communicated to the department chair.

#### Minimum Requirements for Apportioning Topics

In order to keep the course in alignment with the General Education course content criteria for Oral Communication and Critical Thinking the following conditions must be met:

- At least 20% of the final course student evaluation for fall semester must focus on the development of oral presentations.
- At least 40 % of the final course student evaluation for fall semester must include the effectiveness of oral presentations.

### **VIII. Working with Your Peer Mentor**

Your peer mentor is an expert on being a peer leader and resource for first-year students. Please include your peer mentor in your planning and course activities. At the same time, please keep in mind that your peer mentor is not a teaching assistant. While they can help with administrative tasks, they should not be grading student work.

Peer mentors are required to complete some specific activities, such as holding one-on-one meetings with students every semester, serving as a primary resource for students, and presenting some transitional content. Your peer mentor will present a list of their duties to you at the beginning of the year.

Some additional ways that peer mentors are commonly used in First-Year Learning Communities include:

- Co-teaching and presenting specific course topics (please allow peers to co-teach as much as possible; however, peer mentors should not be left alone with students except in the rare cases that a particular topic would be best addressed without the presence of the professor)
- Holding one-on-one meetings with students every semester
- Serving as a role model during in-class activities
- Taking attendance
- Researching and announcing campus events that are relevant to the course
- Monitoring small and large group discussions
- Meeting with students at the student's request
- Providing help with the logistics of registration



- Providing feedback to the instructor about the class community, within the bounds of confidentiality
- Suggesting ideas on how to make class activities and assignments more relevant and engaging
- Ask your peer mentor for more ideas!

## **Appendix A**

### Peer Feedback for Literature Circles

## Peer Evaluations for Literature Circles

Your Name \_\_\_\_\_

Please assign scores that reflect how you really feel about the extent to which the other members of your group contributed to your learning today. In the space below, please rate each of the other members of your group (not yourself).

- 1) List the name of each member of your group
- 2) Assign a maximum of 10 points to each of the other members of your group
- 3) Differentiate between group members who did more and those who did less
- 4) Give reasons for your scores.

Scores will presumably reflect your judgment of such criteria as:

- **Preparation**—Do their comments reflect careful reading of and thinking about the texts
- **Contribution**—Did you learn from their comments?
- **Respect for Others' Ideas**—Did they encourage others to contribute their ideas? Did they maintain a respectful tone in all of their communications?
- **Flexibility**—Were they flexible when disagreements occurred?
- **Communication**—Was it easy to understand their ideas?

|                               | <b>Score</b> (max of 10/student) |
|-------------------------------|----------------------------------|
| 1. Name:<br>Reason for score: |                                  |
| 2. Name:<br>Reason for score: |                                  |
| 3. Name:<br>Reason for score: |                                  |
| 4. Name:<br>Reason for score: |                                  |

**UNIV 160**  
**Evaluation of Discussion Dynamics**

*The items below are discussion dynamics that may or may not be present in your group. For each dynamic, decide to what extent you think that dynamic was present in the discussion. Then decide whether or not you think the group needs to work to improve in this area.*

|                                   | None | Some | Much | Needs Improvement? |        | Comments or Examples |
|-----------------------------------|------|------|------|--------------------|--------|----------------------|
| <b>Dominance</b>                  | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Cooperation</b>                | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Silence</b>                    | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Interrupting</b>               | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Respect</b>                    | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Balanced Participation</b>     | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Active Listening</b>           | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Lack of Interest</b>           | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Asking Questions</b>           | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Building on Contributions</b>  | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Many People Talking</b>        | 1    | 2    | 3    | 4                  | Yes No |                      |
| <b>Observing the Ground Rules</b> | 1    | 2    | 3    | 4                  | Yes No |                      |

Pick one dynamic that you think the group should work to improve and explain why.

How would you rate this discussion on a scale of 1-10 (1 = pathetic; 10 = outstanding)? Why?

## **Appendix B**

### Materials for Large Group/Seminar Discussions

# Questions Stems for Critical Thinking<sup>1</sup>

What are the strengths and weaknesses of ... ? What is the difference between ... and ... ?

Explain why ... (Explain how ... ) What would happen if ... ?

What is the nature of .... ? Why is ... happening?

What is a new example of ... ? How could ... be used to ... ? What are the implications of ... ? What is ... analogous to?

What do we already know about ... ? How does ... affect ... ?

How does ... tie in with what we learned before? What does ... mean?

Why is ... important? How are ... and ... similar?

How does ... apply to everyday life? What is a counterargument for ... ? What is the best ... and why?

What is a solution to the problem of ... ? Compare ... and ... with regard to ... .

What do you think causes ... ? Why?

Do you agree or disagree with the statement ... ? What evidence is there to support your answer? What is another way to look at....



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<sup>1</sup> Material taken from King, A. (1995). Inquiring minds really do want to know: Using questions to teach critical thinking. *Teaching of Psychology*, 22(1), 13-17.

## Identifying Good Seminar Behaviors

When assessing seminar behaviors, one can ask, "How does a person contribute to the seminar? To what degree does he or she engage in the following three kinds of behaviors?"

**I. Introduce Substantive Points:** A substantive point is one that is clearly a result of thoughtful reading and thinking about the assigned text and becomes the focus for group exploration that last more than a few minutes.

- Identify essential issues or questions the text is discussing.
- Point to the author's main hypotheses, claims, and supporting arguments and evidence.
- Point to important passages that need to be understood.
- Explain the complexities faced in exploring this text.
- Describe passages that are personally meaningful or connected to some share experience.

**II. Deepen the Discussion:** Help the seminar process with individual contributions that lead the group to discover new insights and understanding of assigned readings.

- Provide additional supportive quotes; explain relevance; ask clarifying questions.
- Share the thought process that was personally used in developing an idea.
- Paraphrase what the author means in a specific passage.
- Summarize the arguments being presented.
- Identify similarities and differences in positions being argued.
- Challenge an idea or present an alternative interpretation.
- Connect ideas from several participants or from other texts the group has read.
- Formulate insightful questions that spark group response.
- Introduce personal experiences that illuminate the text for others.

**III. Facilitate Group Exploration:** Focus on what the group is accomplishing more than on individual students' performance.

- Help to identify the goals and format for the group process.
- Keep the group on task.
- Focus the group back to the text.
- Summarize for the group what has been discussed.
- Bring closure to one point and make a transition to a new one.
- Paraphrase someone's comments, identify what you don't understand, and/or formulate a specific question asking for clarification.
- Encourage nonparticipants by being alert to who wants to speak, or who hasn't spoken, and help them get the floor.
- Indicate support by responding to a person's ideas or complimenting them.
- Show active listening by means of nonverbal cues like eye contact, nods, and smiles.
- Become aware when dominating the discussion and then modify behavior.
- Defuse a tense moment with use of humor.
- Show respect for each person's contributions

Source: Originally created by Jim Harnish, presented on p. 184 of Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.

## **Appendix C**

### Social Justice Bowls

EDEC 160  
**Social Justice Bowl Overview**

### **Before the SJ Bowl**

1. Students individually read the case materials and begin to develop their own critiques and questions related to the case.
2. Teams meet for one hour (before or during class) to develop a brief that outlines the most important points in the case. Students use the critical thinking wheel to decide what are the most important points, what questions need to be answered, and what information is still needed. Additional research based on the team's questions and missing information should be done during this time.

### **During the Bowl**

Teams participate in the SJ Bowl. See next page.

### **After the Bowl**

(During or after class) Teams prepare a written summary of the case that highlights the key points discussed and presents a final answer to the question that takes into account all of the different information that was presented during the bowl.



EDEC 160  
In-Class Social Justice Bowl Format

| Team X  | Team Y  | Team Z  | Moderators   | Judges  |
|---|---|---|--|---|
| <ul style="list-style-type: none"> <li>Present their best argument in favor of their position</li> <li>Respond to questions</li> <li>Change argument in response to what other teams say</li> </ul> | <ul style="list-style-type: none"> <li>Present their best argument in favor of their position</li> <li>Respond to questions</li> <li>Change argument in response to what other teams say</li> </ul> | <ul style="list-style-type: none"> <li>Present their best argument in favor of their position</li> <li>Respond to questions</li> <li>Change argument in response to what other teams say</li> </ul> | <ul style="list-style-type: none"> <li>Ask questions during rounds 1-3.</li> <li>Present a final position that takes into account the arguments of the other teams.</li> </ul> | <p>Each judge evaluates one team. They keep notes on their team in order to present evidence in support of their rating (see rating sheets). Ratings are based on the following criteria:</p> <ul style="list-style-type: none"> <li><b>Clarity and Intelligibility</b> – regardless of whether or not you agree with the conclusion, did the team present a coherent argument in a clear and succinct manner?</li> <li><b>Identification and Discussion of Issue</b> – did the team’s presentation clearly identify and thoroughly discuss the central social justice and ethical dimensions of the case?</li> <li><b>Deliberative Thoughtfulness</b> – did the teams presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would be most likely to come up in the reasoning of those who might disagree with the team’s position?</li> </ul> |

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| <b>Round 1</b> | <p>All teams have 5 minutes to prepare an initial position. Teams write down the key points in their position (will be submitted at the end of the SJ bowl).</p> <p><b>Judges decide which judge will evaluate each team.</b></p> |
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|----------------|---|
| <b>Round 2</b> | <p>Team X has 4 minutes to present their answer.</p> <p>Moderators ask questions in response to Team X’s position.</p> <p>Team Y and Team Z listen to the discussion and adjust their initial position as needed.</p> |
|----------------|---|

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|----------------|---|
| <b>Round 3</b> | <p>Team Y has 2 minutes to confer and 4 minutes to respond, taking into account Team X’s answer.</p> <p>Moderators ask questions in response to Team Y’s position.</p> <p>Team X and Team Z listen to the discussion and adjust their initial position as needed.</p> |
|----------------|---|

|                |   |
|----------------|---|
| <b>Round 4</b> | <p>Team Z has 2 minutes to confer and 4 minutes to respond, taking into account the answers of Team X and Team Y</p> <p>Moderators ask questions in response to Team Z’s position.</p> <p>Team X and Team Y listen to the discussion and adjust their initial position as needed.</p> |
|----------------|---|

|                |   |
|----------------|---|
| <b>Round 5</b> | <p><b>All teams</b> (including judges) have 2 minutes to confer to develop a summary position.</p> <p>Team X presents summary position.</p> <p>Team Y presents summary position.</p> <p>Team Z presents summary position.</p> <p>Moderators listen to summary positions and consider what is the most reasonable position to take on this issue. No questions during this time.</p> |
|----------------|---|

|                |   |
|----------------|---|
| <b>Round 6</b> | <p>Moderators have 2 minutes to confer to develop a final position.</p> <p><b>While Moderators confer, judges start to summarize their team evaluations.</b></p> <p>Moderators have 3 minutes to present their final position.</p> <p>During this time, Team X, Team Y, and Team Z ask questions.</p> |
|----------------|---|



|                |  |
|----------------|--|
| <b>Round 7</b> | <p>All teams write down the key points of their final position.</p> <p><b>Judges present their final decision, giving credit to the team that most influenced their conclusions.</b></p> |
|----------------|--|

EDEC 160  
Social Justice Bowl Judging

Name of Team You are Evaluating \_\_\_\_\_

*For each criterion, place a mark on the scale to represent your evaluation of the team's performance in each area. Then write a narrative response to each question.*

**1. Clarity and Intelligibility** – regardless of whether or not you agree with the conclusion, did the team present a coherent argument in a clear and succinct manner? Give examples to support your rating.



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**2. Identification and Discussion of Issue** – did the team clearly identify and thoroughly discuss the central social justice and ethical dimensions of the case? Give examples to support your rating.



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**3. Deliberative Thoughtfulness** – did the team's speech and actions indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would be most likely to come up in the reasoning of those who might disagree with the team's position? Give examples to support you rating.



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## **Appendix D**

### Campus Resource Mini Presentations

## Campus Resource Presentation

### Assignment Description

For this assignment, you will work with one partner. You and your partner will be assigned a resource on campus (e.g. the writing center). Your task is to get to know your resource by reading about it on the Internet, visiting the center and talking to the staff, collecting printed materials (such as flyers), and interviewing students who have used the resource.

### Assignment Guidelines

Once you have collected your information, you will prepare a short presentation on your resource. Your presentation must answer the following questions:

- What is the mission of this campus resource?
- Who can access this resource? Who would most benefit from this resource?
- When is this resource open?
- What does a student who wants to use this resource for the first time need to know?
- What are three additional facts that are important for first year students to know about this resource?

Your presentation must meet the following criteria:

- Presentation includes visual aids (e.g. poster, Power Point, Prezi, etc.)
- Visual and spoken content is organized and clear
- Presentation is succinct – the entire presentation must be about 5 minutes long.
- Presenters exhibit skills in effective oral communication (see rubric)

### Due Date

Be prepared to present on **Oct 9**.

## Rubric for Campus Resource Presentations (10 points)

Names of Presenters \_\_\_\_\_

|   |
|---|
| <p>Did the presentation include all information (mission, hours, who should use the resource, what a first-timer needs to know, 3 additional facts)?</p>  |
| <p>Absent      Poor      Satisfactory      Very Good      Excellent</p>   |
| <p>Was the presentation organized? For example, did you include an introduction and a conclusion that helped your audience to understand your main points? Did you help the audience know when you were transitioning to a new topic?</p> |
| <p>Absent      Poor      Satisfactory      Very Good      Excellent</p>   |
| <p>Did you stay within the 5-minute time limit? Were you able to present appropriately focused information at a comfortable pace (neither hurried nor drawn out)?</p>   |
| <p>Absent      Poor      Satisfactory      Very Good      Excellent</p>   |
| <p>Did you remember all of the important points without reading your notes and/or power point slides? (Glancing at them is acceptable.)</p>   |
| <p>Absent      Poor      Satisfactory      Very Good      Excellent</p>   |
| <p>Did you speak clearly and with appropriate pauses? Was your voice loud enough, but not too loud? Did you use a conversational tone? Did your audience have time to process the information?</p>  |
| <p>Absent      Poor      Satisfactory      Very Good      Excellent</p>   |
| <p>Were your gestures, facial expressions, posture, and other nonverbal communication appropriate? Did you avoid nervous gestures and other distractions? Did you make eye-contact and seek feedback from your audience?</p>              |
| <p>Absent      Poor      Satisfactory      Very Good      Excellent</p>   |
| <p>Did you use visual aids that were easy to read and understand? Were the visual aids used effectively to make the relevant points?</p>  |
| <p>Absent      Poor      Satisfactory      Very Good      Excellent</p>   |

## **Appendix E**

Oral Communication Signature Assignment: Book Talk

**EDEC 160A**  
**Signature Assignment: Book Talk**

Group ONE: December 3<sup>rd</sup>

Group TWO: December 5<sup>th</sup>

**Points: 85**

**Overview**

For this assignment, you and a partner will deliver one book talk on a children's picture book that address a social justice topic. Please sign up for a book on Canvas – the person who signs up for the same book is your partner.

This assignment addresses the following learning outcomes:

1. Critical Reading: Actively analyze texts in a variety of forms, genres, and disciplines.
2. Information Literacy: Iteratively formulate questions for research by gathering diverse types of information, identifying gaps, correlations, and contradiction; and using sources ethically toward a creative, informed synthesis of ideas.
3. Communication: Communicate clearly and eloquently in written, oral and/or performative forms in a variety of genres and disciplines.
4. Integration: Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop an understanding of complex issues.
5. Diverse Cultural Competencies: Attain and apply knowledge of social power and difference in relations between self, other people, and social structures locally and nationally while honoring contributions of people of diverse identities.
6. Transitional Learning Outcome: Demonstrate skills and dispositions to develop meaningful and healthy relationships.

**Tasks**

Each book talk will consist of approximately 10-12 minutes of focused information about the text, including:

- A **short summary** (do not read the book to your audience, but do present the highlights);
- A **description of the social justice theme** that is addressed (such as poverty, racism, etc.) **and an evaluation of how it is handled**;
- A **clearly evident critical analysis of the portrayal of race** in the book. Make sure to include critical thinking techniques from the Mayfield text such as facts/evidence from the children's book, assumptions, point of view, etc.;

- A **connection to at least one key controversy in race in children's literature**, such as accuracy, ownership, reclamation, ethical responsibility, etc.;
- An **informed opinion about how adults and children from different backgrounds might respond to the book**;
- A **visual aid** that helps your audience understand each of the above points;
- A **slide with a references list** (the articles/sources used to inform your analysis).

For each point that you make, use examples from the book to illustrate your points. Support your analysis by referring to course materials, course discussions, and ideas you have learned from book reviews or other sources.

You should be using the skills that we have learned from the Mayfield text throughout your presentation.

### Using Evidence to Support Your Points

When you evaluate your book, you will make statements about the cultural accuracy and sensitivity of the story and whether the social justice theme is handled appropriately.

Support your statements with references to the ideas we have discussed in this class. Some suggested sources for supporting your evaluations are the following:

- The sample book talk presented in class the week of November 7. Use this sample to think about how you structure your presentation and the kinds of ideas that you might include in it. I have posted the PowerPoint for that presentation in Canvas, but you will also need your own notes from that class session.
- The discussion on cultural appropriation and misrepresentations on October 29. I have posted the Power Point from that day in Canvas, but again, you will also need your own notes from that session. The readings from that day may also be helpful.
- The *PowerPoints* from the class sessions all contain information that you could use in the book talk. Be sure to cite and provide a reference for *PowerPoints* that you use.
- The readings from the Adams textbook titled *Readings for Diversity and Social Justice* will help you to think about social justice. Pay special attention to what your picture book implies about social justice issues with regard to personal and institutional factors. For example, in a book that talks about poverty, can you tell whether the author seems to think that personal decisions cause poverty, institutional or social factors cause poverty, or it is a combination of some or all of the above?

When you use ideas from another source, be sure to cite them in your presentation. Presenting someone else's views as your own is plagiarism. Plagiarizing incurs cheating penalties as outlined by university policy: [http://web.sonoma.edu/uaffairs/policies/cheating\\_plagiarism.htm](http://web.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm), which may include a failing grade and removal from the course.



You should cite sources both verbally, by mentioning the sources during your presentation and visually by including a citation in your presentation. You will need to include a references slide. You can find guidelines for creating a reference list in APA style at <https://owl.english.purdue.edu/owl/resource/560/05/>.

### **Individual Reflection**

After you present your Book Talk, you will reflect upon your delivery of the presentation, your contributions to the project, and the effect completing this project has had on how you view your own relationships with others and your place in community. A rating scale and questions to guide your reflection will be provided on Canvas.

### **Grading Criteria**

You and your partner must contribute **equally** to this project, including each presenting part of your analysis. You will have an opportunity to rate each other's work and that evaluation is part of your grade.

I will assign points based on how well you fulfilled the criteria for this assignment, including completeness in addressing the criteria in the assignment description, the use of compelling evidence to support the speaker's main points, and effective delivery. Please see the grading rubric on the following page.

## EDEC 160A - Rubric for Book Talk (85 Points)

Picture-book: \_\_\_\_\_

Names of Presenters: \_\_\_\_\_

|   |            |
|---|------------|
| A short <b>summary</b> of the book.   | <b>/5</b>  |
| A description of the <b>social justice theme</b> that is addressed (such as poverty, racism, etc.) and an <b>evaluation of how it is handled</b>  | <b>/10</b> |
| A <b>critical analysis of the portrayal of race</b> , using <b>techniques from the Mayfield text</b> such as facts, point of view, assumptions, etc.  | <b>/10</b> |
| A <b>connection to at least one key controversy in race in children's literature</b> , such as accuracy, ownership, reclamation, ethical responsibility, etc.   | <b>/10</b> |
| An <b>informed opinion</b> about how adults and children from different backgrounds might <b>respond to the book</b> (4 points)   | <b>/10</b> |
| A <b>visual aid</b> that engages your audience and helps it to understand each of the above points  | <b>/10</b> |
| A <b>list of the references</b> used to inform your analysis on its own slide   | <b>/5</b>  |
| <b>Organization:</b> Was your presentation organized in a way that supported audience understanding? Did you include an engaging introduction and a clear conclusion?   | <b>/5</b>  |
| <b>Timing:</b> Did you stay within the 12-minute time limit? Were you able to present appropriately focused information at a comfortable pace (neither hurried nor drawn out)?  | <b>/10</b> |
| <b>Voice:</b> Did you speak clearly and with appropriate pauses? Was your voice loud enough for everyone to hear, but not too loud?   | <b>/10</b> |
| <b>Delivery:</b> Did you remember all of the important points without reading your notes and/or power point slides? (Glancing at them is acceptable.) Were your gestures, facial expressions, posture, and other nonverbal communication appropriate? Did you engage your audience? | <b>/10</b> |

**Total: /85**

**Comments:**

## **Appendix F**

Critical Thinking Signature Assignment: Issue Investigation

EDEC 160  
Social Justice Case

**Total Points:** 250 for written case + 50 for presentation

**Due Dates:**

- Mar 14: Submit question to Chiara on Canvas (25 points)
- Apr 4: Six annotated articles due in class (50 points)
- Apr 25: Written case submitted to Canvas (125 points)
- Apr 25: Peer Evaluations of Partner Contributions (50 points)
- Apr 25: Presentations begin (50 points)

**Overview**

Either working alone or with a partner, you will investigate a specific social justice issue. You will present the results of your investigation as a case that will be presented in class, and we will choose one case to be the subject of our last social justice bowl.

This assignment addresses the following learning outcomes:

1. Critical Reading: Actively analyze texts in a variety of forms, genres, and disciplines.
2. Information Literacy: Iteratively formulate questions for research by gathering diverse types of information, identifying gaps, correlations, and contradiction; and using sources ethically toward a creative, informed synthesis of ideas.
3. Argument: Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry.
4. Communication: Communicate clearly and eloquently in written, oral and/or performative forms in a variety of genres and disciplines.
5. Integration: Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop an understanding of complex issues.
6. Diverse Cultural Competencies: Attain and apply knowledge of social power and difference in relations between self, other people, and social structures locally and nationally while honoring contributions of people of diverse identities.
7. Transition Learning Outcome: Demonstrate skills necessary to be successful and actively engaged in college.

**Tasks**

**1. Brainstorm.** What social justice topic do you want to investigate? Your topic must involve a social justice problem or dilemma that affects children and youth under 18 years old.

**2. Research broadly.** What are some of the concerns surrounding your topic? Who are the stakeholders involved? What laws, morals, principles, or other standards govern how major problems or questions in this area should be addressed?

**3. Formulate a question.** The following criteria will be used to evaluate your issue and question:

- *Appropriateness/Relevance.* Is the issue related to the effects of inequality or human rights violations on children? Can the concepts and theories explored in this course be used to analyze and answer the dilemma or problem? Is this dilemma or problem socially significant?
- *Specificity.* Is the question focused on a single, well-defined issue? If your question is too broad, you will not be able to effectively research your problem.

- *Complexity.* Is this a perplexing issue about which reasonable people might disagree? In other words, it should not be a question that can be answered by facts alone. Do not confuse complexity with focus; your case must have a narrow focus, but one that can be explored in depth.

**4. Research your Question.** Do focused research in major newspapers, magazines, and academic journals to find resources that explain your issue and present multiple perspectives. If there is a professor on campus who has expertise in the problem you are researching, interview him or her. Look for articles that describe the problem, explain it in depth, and suggest solutions. You will use some of these articles just to inform yourself on the problem, but you will also choose 4-6 to accompany your report.

The articles that accompany your case should be of very good quality. Ask yourself the following questions to assess the quality of your sources:

- Are your documents from credible sources?
- Do your articles aid readers in considering and answering the question?
- Did you include perspectives from all relevant stakeholders, especially those who are most negatively affected by the issue?
- If expert testimony (an interview) was used: What are the qualifications of your expert for answering this question? Which of the stakeholders does your expert represent? Did you accurately record what the expert said to you?

**5. Write Up the Case.** Your case should be about 4 pages double-spaced, be formatted in APA citation style, and include the following elements:

- *Title.* The title of your case should be a question that asks for a solution to the problem.
- *Introduction.* Your introduction must provide context for the problem. Context includes
  - A statement of the main problem
  - Explanation of key terms that might be unfamiliar to an average reader
  - A description of the people who are most affected by this problem
  - A brief explanation of why the problem exists
  - Relevant background or history that helps to explain the problem
- *Data and Facts.* Include a summary of key data and facts pertinent to the problem.
- *Stakeholders.* Include a complete explanation of how different people are affected by the problem.
- *Possible solutions.* Include a complete explanation of the different ways that people have suggested the problem be solved.
- *Summary of Articles.* Include a brief description of the articles included in the case study and an explanation of why they have been included.
- *Sub-Questions.* Include a list of sub-questions that the reader should keep in mind when reading the articles that accompany the case study
- *References.* Include a complete list of references for all sources cited in the case, including all of the articles you chose to accompany the case.

**6. Edit and Review.** Each member of the group must read the case and offer suggestions for improvement. As you read the case, consider how your classmates will react to what you have written. Especially consider the following criteria:

- Does your case include each of the elements outlined in #5 above?
- Is the central problem clear?
- Are there crucial details missing?
- What questions come to mind as you read the case? Do these questions need to be addressed in the case itself?
- Does the case make sense? Are there any parts of the case that need further explanation? Would the case be easier to understand if you added some facts or examples?
- Are the statements in the case adequately supported with references to appropriate news and academic articles?

- Is the case repetitive or wordy? Is it focused on the essential elements?
- Is the writing clear and organized? Are there errors?
- Do the citations and references conform to APA citation style?

**7. Discuss the case.** Have a discussion with your partner about the sub-questions you have included in the case. If this discussion uncovers any new issues or questions, decide whether or not they need to be added to the case.

**8. Submit the case.** Your case will be submitted to TurnItIn via Canvas. Only one partner will upload the case itself and electronic versions of all accompanying articles. Be sure that both partners' names are on the document that you upload.

**9. Present the case.** You and your partner will present the case in class. You must both contribute equally to the presentation. We will go over the rubric that will be used to evaluate the case presentations in class.

**10. Reflect upon your learning.** After you have presented and written the case, you will complete a reflection that includes the following parts: an evaluation of the degree to which you used your developing critical thinking skills, an explanation of how researching this issue did or did not provide you with new insights into what you might like to study during the rest of your college career, and an evaluation of the extent to which you practiced active and self-responsible learning and exhibited persistence in the completion of this project.

#### **Additional Thoughts**

- Use the cases we have discussed in this class as examples.
- If you chose to work with a partner and are dissatisfied with how your partner is performing, talk to Chiara or Julia early. Do not let problems fester.
- Do your part! If you chose to work with a partner, a portion of your grade depends upon the evaluation that your partner gives you.
- Have fun!

## **Appendix G**

### Self-Assessment of Oral Communication Skills

EDEC 160  
Self-Assessment of Oral Communication Skills

This self-assessment works best if students watch a short recording of their presentation. The simplest way to do the recordings is to have the students give their phone to the peer mentor, who then records a 3- to 5-minute clip. It is helpful to have students check how much memory they have on their phone, and to have a back-up device ready for students who can't or don't want to use their own phone. After watching their recording, students answer the following questions. Encourage students to write detailed comments.

1. Did you make your main points clearly? Explain.
  
  
  
  
  
  
  
  
  
  
2. Can you hear and understand yourself well? Explain.
  
  
  
  
  
  
  
  
  
  
3. Did you find anything about the way you presented distracting? Explain.
  
  
  
  
  
  
  
  
  
  
4. List one or two items that you felt you did well during the presentation. Explain.
  
  
  
  
  
  
  
  
  
  
5. What is one improvement that you plan to make for the next presentation? Explain.



## **Appendix H**

### Self-Assessment of Learning

EDEC 160  
Self-Assessment of Learning

*Please answer the following questions, based on your work in this class, up to this point in the semester.*

1. Am I asking questions while I'm learning? If yes, give an example. If no, please suggest a reason why not.
  
2. Do I understand the importance of what I'm learning? Explain.
  
3. Am I becoming more curious about what I'm learning? If yes, give an example. If no, please suggest a reason why not.
  
4. Are my critical thinking skills improving? If yes, give an example. If no, please suggest a reason why not.
  
5. Are my oral communication skills improving? If yes, give an example. If no, please suggest a reason why not.
  
6. Is my approach to learning and to college changing? Explain.
  
7. What do I need to do differently to get more out of this course?
  
8. How can the instructor and peer mentor help me to get more out of this course?

**Appendix I**  
Campus Engagement Assignment

## EDEC 160 Campus Engagement Assignment

This semester, you are required to attend three campus events *that are relevant to Social Justice*. These events can be movies, lectures, or other kinds of activities on campus. We will regularly let you know about the events that are happening on campus that we think would be appropriate for this assignment; ask [instructor and peer mentor] if you do not know whether an event would be appropriate.

After you attend the event, write a 300-500 word reflection that shows evidence of careful critical thinking. Your reflection should include the following information:

1. Name and date of the event.
2. A brief description (no more than 75 words) that focuses on why the event is relevant to Social Justice.
3. One sentence that states the main thing you learned from attending this event.
4. A critical reflection on the value of the event. Your reflection should not describe how entertaining or fun the event was. Instead, ***focus on how well the speaker, film, etc. conveyed the main message and how persuasive that message was.*** One of the following prompts can be used to structure your reflection, but feel free to do something different if you wish. Regardless of how you structure your reflection, ***be sure to provide evidence for your points.***
  - a. Was attending this event a “red pill” or a “blue pill” experience for you? In other words, did it transform your thinking and cause you to think about a social justice issues in a completely new way? Explain your answer.
  - b. Use the critical thinking wheel to analyze the speaker’s argument. (Address at least two sections of the wheel.)
  - c. Think about one of the characters (in a film, dramatic production, or personal story) in terms of their ability to influence social issues. Reference some of the social justice concepts explored in this course. Make specific references to a course lecture, text, or class discussion to support your points.
  - d. Think about one of the characters (in a film, dramatic production, or personal story) in terms of their identity. Write an argument about whether agency or structure had a greater effect on his/her actions.
  - e. Create an ad for this event, using any medium you like (video, photos, drawing). The ad must include an “argument” about why SSU students should attend the event, and that argument should include reasons related to what students will learn.
  - f. Evaluate the different academic disciplines that influence the event you attended. For example, if you listened to a speaker, what is their background? Did they present their ideas in a way that would be more associated with the humanities, the sciences, or the social sciences? Can you make connections between the event and one of your GE courses?

All reflections must be posted to the appropriate place on Canvas--no printed copies or e-mailed files will be accepted. Reflections are due on *Sep 24, Nov 5, and Nov 24*.

### **Rubric for Campus Engagement Reflections** (X points each)

| <b>Fulfillment of Criteria</b>   | <b>Comments</b> |
|--|-----------------|
| Did you turn include <ul style="list-style-type: none"> <li>• Name and date of the event</li> <li>• A brief description (no more than 50 words)</li> <li>• One sentence that states the main thing you learned from this event</li> </ul> Absent      Poor      Adequate      Very Good      Exceptional |                 |
| Does the majority of your reflection present an evaluation of how well the author, speaker, film, etc. presented the main message and the persuasiveness of that message?           Absent      Poor      Adequate      Very Good      Exceptional   |                 |
| Did you provide evidence for your main points? For example, did you quote the speaker or check facts with a reliable source?           Absent      Poor      Adequate      Very Good      Exceptional  |                 |

| <b>Clarity</b>   | <b>Comments</b> |
|--|-----------------|
| Is your work organized so that ideas and information are clear? Do your sentences follow a logical sequence? Do you transition effectively between paragraphs? Do you stay focused and avoid rambling paragraphs and sentences?           Absent      Poor      Adequate      Very Good      Exceptional |                 |
| Do the wording and phrasing of sentences match the thoughts you are trying to convey? Is it easy for the reader to understand your main points, or does the reader have to re-read the essay in order to understand it?           Absent      Poor      Adequate      Very Good      Exceptional         |                 |

| <b>Professionalism</b>  | <b>Comments</b> |
|---|-----------------|
| Is your work free of errors in grammar, spelling, syntax, etc?           Absent      Poor      Adequate      Very Good      Exceptional |                 |
| Did you use 1-inch margins, double-spacing, and a font size of 12?    Y    N  |                 |
| Is your reflection 300 to 500 words?    Y    N  |                 |
| Did you submit your reflection to the appropriate place on Canvas and on time?    Y    N  |                 |