

1.4 Arts and Sciences Council

1.4.1 Composition

The Arts and Sciences Council shall be constituted of 14 members as follows:

One Chairperson

Six (6) members of the Arts and Sciences faculty elected at-large by vote of the full faculty.

Six (6) members of the Arts and Sciences faculty elected as representatives of and by the respective faculties of the School of Fine Arts, the Natural Science Division, and the Humanities and Social Sciences Division. Representation is as follows:

Humanities and Social Sciences Division 2 members

Natural Sciences Division 2 members

School of Fine Arts 2 members

One (1) staff member in Arts and Sciences elected by vote of all staff in the College. This representative shall vote on all Council business except matters of curriculum.

Two (2) Arts and Sciences students (non-voting), one to be the Arts and Sciences representative to the Student Senate and the other to be the Fine Arts representative.

The Dean and an Associate/Assistant Dean shall serve as ex officio members of the Council. The Dean, in collaboration with an Associate/Assistant Dean, shall be responsible for recording annual revisions of the Faculty Handbook as necessitated by Council or faculty action.

1.4.2 Election and Terms of Members

Each of the elected members of the Council shall serve a two-year term. Terms shall be staggered, with half of the members elected each year. No faculty or staff member shall be elected to consecutive terms on the Council.

Eligibility for election recurs after a lapse of one year. Elections shall be held in the spring and the new Council shall assume its duties with the opening of the academic year in the fall. In the spring of each academic year, eligible College faculty and staff shall elect a Council Vice-Chair from among newly elected Council faculty members. The Vice-Chair shall become Council Chair at the start of the second academic year of his or her two-year term, and serve as the presiding officer.

Student members shall serve one-year terms; their selection shall occur at the beginning of each academic year. In the event that a faculty or staff member elected to the Council is unable to complete a term of office or misses three or more meetings in one academic year, the matter shall be referred to the Council for a removal vote. The member shall be notified before such a vote is taken. If a Council member is removed or unable to serve, the person receiving the next highest number of votes in the relevant election shall serve for the remainder of the term if this election has been held within the preceding twelve months. Otherwise a special election shall be held to elect a replacement from the same constituency.

1.4.3 Presiding Officer, Member Responsibilities, and Meetings

Each academic year, the Chair shall call an initial meeting of the Council to review operational procedures and to orient new members to the responsibilities and powers of the Council.

The Council shall meet monthly during the academic year, with the option of scheduling more frequent meetings when necessary in order to discharge its responsibilities. The Chair of Council or the Dean may call special meetings. All meetings shall be open to all members of the university community. All Council members are encouraged to consult with their constituencies via office hours or email. Council members will be assigned to chair and/or serve on standing College committees.

1.4.4 Agenda and Minutes

The deadline for items to be presented to the Chair of Council for consideration for inclusion in the Council agenda is noon of the day one week prior to the meeting, and the deadline for mailing the agenda to members of the Council is five days prior to the meeting. A copy of the minutes of the previous meeting is to be enclosed with the agenda.

Copies of the agenda and allied documents shall be made available upon request in the Office of the Dean. Copies of the minutes shall be sent to the entire faculty or be made available on the web after they have been approved by the Council.

1.4.5 Powers

The Arts and Sciences Council is the chief legislative body within the College. It shall have the following powers:

- a. To establish and maintain policies for the College.
- b. To initiate University policies which shall be submitted to the Faculty Senate for consideration.

c. To develop an annual agenda or charge for each of its standing committees during the first Council meeting of the academic year. Each standing committee shall be chaired by a member of Council and shall report to Council on a regular basis. At its spring organizational meeting, Council shall select standing committee chairs from among Council's new and continuing members.

d. To enact academic regulations and requirements.

e. To maintain the curriculum of the College and approve all changes.

f. To approve, upon recommendation of the appropriate body, modification of the degree requirements for the various degrees.

g. To establish standards and procedures to be observed by the Associate/Assistant Dean for making exceptions to degree requirements for individual candidates.

1.4.6 Amendments

Amendments to the regulations establishing this organizational structure of the Arts and Sciences Council (items 1.1 to 1.4.6) shall be initiated by either a two-thirds vote of the Arts and Sciences Council or by a petition from one-third of the faculty and staff. Approval of the amendment shall require a majority vote of the Arts and Sciences faculty and staff. All other amendments may be approved by a majority vote in the Council.

3.4 Faculty Honors

3.4.1 The A&S Outstanding Teacher of the Year

Each year a College faculty member is honored for excellence in teaching. The honoree receives a plaque, a cash award and delivers an address at the following year's A&S Honors Convocation. The Outstanding Teacher of the Year award is funded by an endowment established by Dean and Sue Wright.

a. Teacher of the Year Committee: The Faculty Cabinet or a faculty committee designated by the Cabinet is responsible for soliciting nominations, consulting with students, and selecting the honoree. The Committee will be composed by four faculty members representing the divisions in the college and two students. One member will be the most recent recipient of the Teacher of the Year Award, who will serve as committee chair.

b. The dean will make at least two calls for nominations, one late in the fall semester and a second prior to February 1. The deadline for submitting nominations is February 15.

c. Eligibility for the Award: the following are the conditions to be considered in selecting the awardee.

1. The award is for excellence in teaching.

2. Nominees must be full-time, continuing faculty in the college of the Arts and Sciences.

3. Nominees must have completed at least three years of service at Drake. A Teacher of the Year honoree is ineligible for consideration for a period of five years after receiving the award.

4. The committee is to consider input from nominators, student evaluations and department chairs. The committee shall solicit each nominee's chair for a letter of support that references student evaluations, without providing the evaluations themselves. (In the event that a chair is nominated, the dean or his/her designee shall provide the letter of support.) At their discretion chairs may request an additional supporting letter from a colleague of the nominee. The committee may also solicit student letters for candidates initially nominated by chairs or colleagues.

d. Procedures

1. The recipient will be determined by a majority vote of the committee.

2. All committee deliberations are confidential. The recipient's name is to be kept secret until it is announced at the Honors Convocation by the committee chair.

3. The committee must inform the dean of its decision by April 1.

3.4.1 The A&S Outstanding Teacher of the Year

Each year a College faculty member is honored for excellence in teaching. The honoree receives a plaque, a cash award and delivers an address at the following year's A&S Honors Convocation. The Outstanding Teacher of the Year award is funded by an endowment established by Dean and Sue Wright.

a. Teacher of the Year Committee: In early fall of the academic year, the Faculty Cabinet will appoint a Teacher of the Year Committee composed of four faculty members representing the divisions in the college and two students. One member will be the most recent recipient of the Teacher of the Year Award, who will serve as committee chair. If the most recent recipient is unavailable due to sabbatical, retirement, etc., the Faculty Cabinet will appoint another suitable chair.

b. The Teacher of the Year Committee will solicit nominations on a rolling basis from students, recent alumni, and faculty colleagues. The college should advertise quarterly in the Times Delphic, and should announce a call for nominations at all College events and ceremonies with at least two calls for nomination, one late in the fall semester and a second prior to February 1. The deadline for submitting nominations is February 15, and all nominations made within the prior 12 months will be considered eligible. All nominations should be submitted using an online form.

c. The Teacher of the Year Committee may recommend that strong, non-winning nominations from the current year be carried over to the next year.

d. Eligibility for the Award: Nominees must be full-time, continuing faculty in the college of the Arts and Sciences. Nominees must have completed at least three years of service at Drake. A Teacher of the Year honoree is ineligible for consideration for a period of five years after receiving the award.

e. After receiving nominations, the Teacher of the Year Committee will contact nominees and request a portfolio containing evidence of teaching effectiveness as well as the names and contact information for up to 5 current students or recent alumni who could provide recommendations. The committee will then contact these recommenders to request their input.

f. Any committee member with a potential conflict of interest (e.g., members of a nominee's department, those with current/past personal relationships, students who have had the nominee as a professor) should alert the committee of the potential conflict. The committee should have an opportunity to discuss, ask questions, and determine whether the person should be recused for purposes of consideration.

g. The Teacher of the Year Committee will consider each nominee's teaching excellence using the student nomination letters and the evidence of teaching effectiveness presented in the nominee's portfolio. Among the criteria the committee will consider include (i.e., this list is not

exhaustive): (1) use of innovative teaching practices, (2) enthusiasm for teaching and/or the subject matter (3) personal commitment to students, and (4) overall effectiveness in facilitating student learning. The committee will determine the recipient by majority vote. All committee deliberations are confidential. The recipient's name is to be kept secret until it is announced at the Honors Convocation by the committee chair. The committee must inform the dean of its decision by April 1.

Moved back to Diversity Committee

The Ad-Hoc Mentoring Committee strongly supports the recommendations prepared by the Diversity Committee and approved by Council to improve Recruitment and Retention of Diverse Faculty, with the hope of extending the mentoring program to all faculty in the early stages of their career.

A&S mentoring program is intended to help junior faculty adjust to their new environment at Drake University by providing a support network. With the goal for all faculty members to feel supported in their pursuit of a satisfying and successful career in the College of Arts and Sciences, we believe that support and guidance from a well-respected mentor can contribute to faculty's wellbeing and strengthen Drake's overall institutional culture and inclusive environment.

The mentorship program's success will depend on the mentees, their mentors, and their department chairs taking an active role in shaping the goals, processes, and outcomes. As the responses of the incoming and/or pre-tenure faculty indicate, a comprehensive faculty mentoring program should cover topics such as teaching, publishing, time-management, networking, access to funding opportunities on campus and outside; financial management, balancing family needs, and navigating departmental culture in advancing through ranks. Thus, a combination of formal and informal mentoring is recommended to help new faculty understand policies and procedures that are relevant to the new faculty member's work, learn about the surrounding community, and support resources for faculty.

We would recommend:

- Establishing a cohort of all currently untenured faculty;
- Encouraging all junior faculty to actively participate in the mentoring program and events associated with it;
- Providing a strong central structure and resources to support faculty growth and development through mentoring. The College will need to promote, recognize and reward successful mentoring relationships;
- Providing a central online resource to guide the mentoring program for A&S that would include a mentoring database of willing and qualifying mentors (paying special attention to mentoring across gender, race/ethnic, culture and generational lines);
- Establishing mentoring liaisons (coordinators) in each department/program;
- Supporting and facilitating faculty career development through workshops and seminars that specifically address the needs of junior faculty. Additionally, there might be some need for training specifically focused on mentoring;
- Providing support and organization for regular social events for the cohort, mentors, and department chairs.

Online resources consulted:

<https://www.insidehighered.com/career-advice/how-be-great-mentor>
<http://www.academic.umn.edu/provost/faculty/pdf/PELMentorReport.pdf>
[http://academicaffairs.ucsf.edu/ccfl/faculty mentoring program.php](http://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program.php)
<http://vpf.berkeley.edu/faculty-mentoring>

<http://www.niu.edu/facdev/services/newfacmentoring.shtml>

A&S Diversity Committee, 2015-16
Prepared by Amahia Mallea
Approved by A&S Council, May 2016

**Recommendation to the Dean's Faculty Working Group
For a Faculty Mentoring Program**

Prepared by the Diversity Committee and Approved by Council

Proposal to Improve Recruitment and Retention of Diverse Faculty

Drake University's faculty body is less diverse than the already low national averages for underrepresented faculty. As we recruit a more diverse faculty, we also need to serve them well and retain them. This proposal mainly addresses retention of faculty but with the assumption that retention—especially of diverse faculty—will help with future recruitment as well as support, retain and recruit a more diverse student body.

To bolster recruitment and retention of diverse faculty, we propose the following:

Cohort

The Dean of Arts and Sciences establishes a cohort for all incoming faculty. The first cohort invites all currently untenured faculty to join. This cohort has two goals: professional success and social support. The cohort gains new faculty each year and it sheds faculty that become established and tenured. Currently the number of non-tenured faculty, including incoming in the fall of 2016, is under twenty—an ideal cohort size.

The dean establishes three events a semester to support this cohort. For example: at least two social events and perhaps one professional development session. Funds should be made available to support these events.

The Associate Provost's office should provide pedagogical and professional development training for the new faculty cohort and all untenured faculty. Take advice from the cohort as to what types of training would be most beneficial. As with other workshops and training, faculty should be offered a stipend for participating.

The opportunities made available through the cohort are multiple and include making social connections, providing opportunities for mentoring, and demystifying the process of tenure while still allowing tenure-track faculty to choose their own level of involvement.

Mentors

The dean should manage a mentoring program. The dean encourages all new and recent hires to participate in the program but does not mandate it. The dean

offers to match a mentor with each incoming untenured faculty member and to all currently untenured faculty (priority given to those in first three years).

Mentors can be useful for connecting new faculty to campus, academia and the community. Mentoring is important because it improves success of women and underrepresented minorities, helps with promotion, and improves teaching, research and professional outcomes. Mentoring is beneficial for mentor, mentee and the institution.

Faculty may volunteer themselves to be mentors. The dean may consult chairs to develop a mentor pool. Those recently tenured might be especially valuable. Faculty recruited as potential mentors, should be required to attend a workshop about best practices for mentoring and about the challenges their mentees might face. If the mentor and mentee are in the same college, the mentor's familiarity with the tenure guidelines would be useful. A stipend for teaching and attending the training, as well as teaching the workshop, will be provided.

One of the social events could include the pool of mentors. Suggest a kind of "speed dating" social with cohort and possible mentors to allow connections to be made. Look for an opportunity to meet jointly with Crew Scholars.

We recommend that the A&S dean work with all deans and the provost to broaden the cohort to new and untenured faculty in all colleges. The work of recruiting and retaining an increasingly diverse faculty needs to be institutional and not limited to a college.

In surveying what other schools are doing, we found that mentoring programs are common. Professional schools have well-developed and structured mentoring programs but A&S colleges have less structure. Some universities require new faculty participate, others do not.

These are common themes seen in mentoring programs:

There is a matching process to find a good fit for mentor and mentee.

The mentor is never someone with a supervisory position.

Ideally mentors are outside the department; it is assumed the department is already providing a level of mentorship. Sometimes, the right fit is in the same department.

There is a mentor match form (information about the new faculty member, to help make a good match).

Mentoring relationships are expected to last one or more years.

Mentor-mentee relationship can be stopped by either party.

Program goals are multiple but, generally:

- Help new faculty transition to academia and adjust to institutional culture.
- Provide social engagement.
- Support new faculty so that they succeed at teaching, research and professional development.

Events are available throughout the year for mentees and mentors.
Small amount of money is made available for mentor and mentee to have lunch once per semester.

Programming supports new faculty development.

Create a strong “cohort” among new faculty.

Work-life balance is an important issue for the mentor program to address.

New faculty can forgo the match process and seek their own mentor, then apply to the program with the found mentor.

Mentors are trained in the practice of mentoring and have guidelines about expectations.

Mentors are supporters, counselors, guides, sponsors, teachers, facilitators, role models and exemplars who work *with* the mentees to help them develop and achieve success.

At big schools, a committee organizes and provides oversight for the mentoring program.

In further support of recruitment and retention:

Deans, Departments Chairs and Promotion and Tenure Committee need...

To ensure that all incoming and untenured faculty have clarity about expectations for the tenure process.

To ask untenured and underrepresented faculty: What do you need?

An understanding of the conditions that historically underrepresented faculty face in the classroom and community. For example: subtle racism, gender bias, and bias against faculty who speak English with an accent.

P&T guidelines that allow consideration of and sensitivity to these issues and the ways that student evaluations sometimes express bias in hidden or indirect ways.

An awareness of the invisible labor performed by women and underrepresented faculty. For example: Black or faculty carry the burden of counseling black students who feel unwelcome.

Rough budget for first year of new and untenured faculty support and mentoring program

Workshop to train mentors to mentor a diverse faculty (1/2 day/4-hours)

\$200 x 2 for leaders = \$400

\$100 for each participant (estimate 10) = \$1000

Workshop by dean on tenure followed by social

\$200 for fare off campus

Speaker on teaching inclusivity

\$2000

Speaker on work-life balance or professional development

\$2000

Two socials (one to help with mentor match)

\$500

Mentor and mentee lunch

\$20 x 10 = \$200

Total: \$6300

* Note these events benefit more than just new faculty and the mentoring program.

Proposed course title	Planet(s) - an art studio
Proposed course department and number	Art and Design/Art 99
Proposed course department and number	Art and Design/Art 99
How many credit hours is the course?	3
Contact person or instructor(s) for this course	Angela Battle
Department submitting proposal	Art and Design
Has this course been approved by the department?	Yes
In what semester and year will this new course be taught for the first time?	Spring, 2016
With what frequency will this course be taught?	Every two years
Who else in the department is qualified to teach this course	N/A
If this course was taught as a special topics course in the past, please provide that course number and title.	Art145-2 Planet(s)

Schedule type	Lecture + lab
Offer to what levels of students	Undergraduate Graduate Pharmacy Non-degree
Grading Categories	Standard ABC
Maximum number of students to be enrolled in proposed course	12
Proposed course description (as it will appear in the catalog)	Planet(s) – a theme based, mixed media art studio of both risk and play that will explore visual expression through research of the historical development of our understanding of biological, meteorological, geological and astronomical systems. Open to both majors and non-majors. No prerequisites. For more information contact: Associate Professor Angela Battle.
List any required prerequisites.	None
List any required corequisites.	None
Are there service-learning components of the proposed course?	No
Which AOI requirement will this course fulfill?	Artistic Experience
Include only students from these colleges	No restrictions
Exclude only students from these colleges	No restrictions
Are there major exclusions for this	No

course?

Include only students in this class

No class restrictions

Exclude only students in this class

No class restrictions

The Arts & Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:

Yes, I will email the syllabus to ask.as@drake.edu.

Proposed course title	Art Now: Monuments and Memory
Proposed course department and number	ART 185
Proposed course department and number	ART 185
How many credit hours is the course?	4 hours - I suggest this because of the amount of reading and projects for the students
Contact person or instructor(s) for this course	Lenore Metrick-Chen
Department submitting proposal	Art & Design
Has this course been approved by the department?	Yes
In what semester and year will this new course be taught for the first time?	Spring 2017
With what frequency will this course be taught?	varied, every year or two
Who else in the department is qualified to teach this course	just myself
If this course was taught as a special topics course in the past, please provide that course number and title.	no exact match

Schedule type	Discussion
Offer to what levels of students	Undergraduate
Grading Categories	Standard ABC
Maximum number of students to be enrolled in proposed course	15
Proposed course description (as it will appear in the catalog)	<p>Monuments are the official memory sites of nations. This course investigates national monuments and the ideas of nationhood they address. It asks what memories are important to particular nations and how these are expressed in public monuments. The definition of monuments is extended and transformed by examining other nations and asking what objects or spaces serve the function that monuments serve in Euro-American culture. Through this class, students will understand monuments as part of lived public space, and investigate how they relate to national struggles and issues of power. Further, the course demonstrates that public art and public memory is always political. We will look at the possibility of a global world of art, and what that means in terms of individual culture and national identity.</p>
List any required prerequisites.	none
List any required corequisites.	none
Indicate with which course this would be cross listed, if applicable.	none
Are there service-learning components of the proposed course?	No
Which AOI requirement will this course fulfill?	Artistic Experience

Include only students from these colleges No restrictions

Exclude only students from these colleges No restrictions

Are there major exclusions for this course? No

Include only students in this class JR
SR

Exclude only students in this class FR
SO

The Arts & Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:

Yes, I will email the syllabus to ask.as@drake.edu.

Proposed course title	Case Studies in Data Analytics
Proposed course department and number	CS 190 (Math and Computer Science department)
Proposed course department and number	CS 190 (Math and Computer Science department)
How many credit hours is the course?	3
Contact person or instructor(s) for this course	Eric Manley
Department submitting proposal	Math and Computer Science department
Has this course been approved by the department?	Yes
In what semester and year will this new course be taught for the first time?	Spring 2017
With what frequency will this course be taught?	Once per year
Who else in the department is qualified to teach this course	Tim Urness, Dan Alexander
Schedule type	Lecture
Offer to what levels of students	Undergraduate
Grading Categories	Standard ABC

Maximum number of students to be enrolled in proposed course	40
Proposed course description (as it will appear in the catalog)	In this course, students will apply descriptive, predictive, and prescriptive data analysis methods learned in previous courses to new cases. Students will learn to effectively manage long-term data analysis projects within diverse teams through a complete data analytics project lifecycle and compellingly communicate outcomes through writing and oral presentations which include appropriate use of data visualizations. Credit Hours: 3. Prereq: (1) CS 66, (2) STAT/MATH 130 or ACTS/MATH 131, and (3) two of STAT 170, STAT 172, CS 167, CS 178.
List any required prerequisites.	(1) CS 66, (2) STAT/MATH 130 or ACTS/MATH 131, and (3) two of STAT 170, STAT 172, CS 167, CS 178
Indicate with which course this would be cross listed, if applicable.	STAT 190
Are there service-learning components of the proposed course?	No
Which AOI requirement will this course fulfill?	None
Include only students from these colleges	No restrictions
Exclude only students from these colleges	No restrictions
Are there major exclusions for this course?	No
Include only students in this	No class restrictions

class

**Exclude only
students in this
class**

No class restrictions

**The Arts & Sciences
Curriculum
Committee
evaluates new
course proposals in
keeping with the
educational goals
articulated in the
college's mission
statement. The
course proposal
form is not complete
until you email a
sample syllabus to
ask.as@drake.edu.
The syllabus must
include the
following:**

Yes, I will email the syllabus to ask.as@drake.edu.

**DRAKE UNIVERSITY
COLLEGE OF ARTS & SCIENCES
NEW COURSE PROPOSAL FORM**

DATE: _____

Use this form only to propose a new course. A new course is one that has never been taught before under its own, permanent number in your department or program. Courses that have been previously taught under a “special topics” number should also be submitted with this new course proposal form. Submit an electronic copy of this completed form with an explanatory email message to Amy O’Shaughnessy amy.oshaughnessy@drake.edu

BASIC COURSE INFORMATION

Proposed course title: _____

Proposed course department and number: _____

Contact person or instructor(s) for this course: _____

Department submitting proposal: _____

Has this course been approved by the department? YES NO

In what semester and year will this new course be taught for the first time? _____ 20____

With what frequency will this course be taught? _____

Who else in the department is qualified to teach this course? _____

Was this course taught as a special topics course in the past? YES NO

 If so, under what number and title? _____

COURSE DETAILS

Credit Hours: _____

Schedule type:

- Lecture
- Lab
- Lecture+lab
- Discussion
- Independent Study
- Web

Offered to what
level(s) of student:

- Undergrad
- Grad
- Pharmacy
- Law
- Non-degree

Grading categories: Standard ABC

 Audit

 Credit/no credit

Maximum number of students to be enrolled in proposed course: _____

Proposed course description (as it will appear in the catalog):

REGISTRATION SPECIFICATIONS

Prerequisites: No Yes: (list courses) _____

Corequisites: No Yes: (list courses) _____

Crosslisted with another course: No Yes (list course(s)) _____

Are there service-learning components of the proposed course? No Yes

Is this course being submitted to be approved to fulfill an AOI requirement?

No	Yes:	Artistic Experience	Historical Foundation	Scientific Literacy
		Critical Thinking	Information Literacy	Values and Ethics
		Engaged Citizen	Quantitative Literacy	Written Communication
		Global & Cultural		

RESTRICTIONS

Include only students from these colleges: AS JO BN PH ED LW

Exclude only students from these colleges: AS JO BN PH ED LW

No college restrictions.

Include only students with these majors: _____

Exclude only students with these majors: _____

No major restrictions.

Include only students in this class: FR SO JR SR

Exclude only students in this class: FR SO JR SR

No class restrictions.

Must a student be pursuing a particular degree (e.g. BA, BS, BFA) to take this course? If yes, which degree(s)?

No Yes: _____

COURSE CONTENT

The Arts & Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. Please submit a sample syllabus that includes the following:

- A detailed overview of course content
- Specific learning outcomes of the course
- Proposed projects / assignments / etc.
- Examples of course texts and readings
- Outline of assessment methods

Approved

Proposed course title	Probability for Analytics
Proposed course department and number	Math 130 (Math and Computer Science)
Proposed course department and number	Math 130 (Math and Computer Science)
How many credit hours is the course?	3
Contact person or instructor(s) for this course	Eric Manley
Department submitting proposal	Math and Computer Science department
Has this course been approved by the department?	Yes
In what semester and year will this new course be taught for the first time?	Spring 2017
With what frequency will this course be taught?	Once per year
Who else in the department is qualified to teach this course	Chris Porter, Terrance Pendleton, Deborah Kent, Dan Alexander, Larry Naylor, Maryann Huey
If this course was taught as a special topics course in the past, please provide that course number and title.	Previously taught as STAT 130, we will now begin cross-listing it

Schedule type	Lecture
Offer to what levels of students	Undergraduate
Grading Categories	Standard ABC
Maximum number of students to be enrolled in proposed course	40
Proposed course description (as it will appear in the catalog)	An introduction to the concepts of probability that form the foundation for analytics practice. Descriptive statistics, data visualization, univariate discrete and continuous probability distributions, confidence intervals and one-sample hypothesis testing. Applies R and SAS skills.
List any required prerequisites.	MATH 70, STAT 40
Indicate with which course this would be cross listed, if applicable.	STAT 130
Are there service-learning components of the proposed course?	No
Which AOI requirement will this course fulfill?	None
Include only students from these colleges	No restrictions
Exclude only students from these colleges	No restrictions
Are there major exclusions for this course?	No

Include only students in this class

No class restrictions

Exclude only students in this class

No class restrictions

The Arts & Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:

Yes, I will email the syllabus to ask.as@drake.edu.

SPANISH 150: Spanish for Business - Spring 2012
Drake University

Professor: Eduardo García-Villada

Office: 217 Meredith Hall; **Mailbox:** 227 Meredith Hall

Office Phone: 515 271-4505

e-mail: eduardo.garcia@drake.edu

Office Hours: Wednesdays 12:30 pm – 2:00 pm;
Fridays 9:30 am – 1:00 pm; and by appointment

Course Description:

Spanish 150 (Spanish for Business) is a contemporary Spanish business language course that seeks to develop written and spoken language skills of intermediate to advanced students, focusing on real business situations from the Spanish-speaking world. This course provides functional vocabulary and discourse used in Spanish for relevant business-related topics, including protocol, international markets, labor organizations, banking, health systems, customer service, import-export, mass media, tourism, real estate, and social responsibility. Students in this course participate in formal and informal conversations on practical and socio-cultural topics about the Spanish language and relevant themes from authentic readings and listening materials from the business environment of Spain and Latin America. Emphasis is also placed on technology-based learning, cultural learning, learning strategies, and critical thinking skills that will enhance students' language learning. Student final projects will include an experiential component that applies socio-cultural themes studied during the semester.

Textbooks/Materials:

Santamaria, Esther & Jones, Helen (2008). *En Activo: Practical Business Spanish*. Routledge: New York. ISBN: 978-0-415-40885-1

Student Outcomes:

After completing this course you should be able to do the following:

1. Read and comprehend written and spoken Spanish for Business passages based on topics and vocabulary from the readings in the course.
2. Engage in conversations to describe, narrate, and be understood by speakers of Spanish on topics that relate to conducting business in Spanish.
3. Develop and improve writing skills in Spanish for Business.
4. Continue developing awareness of cultural values, beliefs, and ideologies of the Hispanic world.

To achieve success in this class, it is essential to attend class regularly, and prepare the material for each class seminar and practice session. Learning a language is a discipline that requires commitment and constant preparation. If you find that despite consistent preparation you are having difficulty, please see me during my office hours. Academic assistance services are available in the Academic Assistance Office (271-3752), and these have proven extremely helpful in peer mentoring, study skills, and stress and time management.

Linguistic Objectives for Students in SPANISH 150:*

The following tables indicate the specific language and cultural objectives that you should have met for this course by the end of the semester.

	Interpretive Listening	Interpretive Reading	Interpersonal Speaking	Presentational Speaking	Presentational Writing
Level	Expanding 1	Expanding 1	Expanding 1	Expanding 1	Expanding 1
Objective	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand sources such as television programs and films without too much effort.	I can understand a variety of long, complex factual and literary texts and appreciate distinctions of style. I can understand texts such as specialized articles and longer technical instructions unrelated to my field.	I can express myself fluently and spontaneously without obviously searching for expressions. I can use language flexibly and effectively for personal, social, and professional purposes. I can formulate ideas and opinions with precision and communicate them skillfully to other speakers.	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and formulating an appropriate conclusion.	I can express myself in clear, well-structured texts, expressing points of view at some length. I can write about complex subjects in texts such as letters, essays, or reports, and underline what I consider to be the key issues. I can select a style appropriate for the intended reader
Potentially Appropriate Artifacts	Midterm Examination, Recording of Practice with Native Speaker, Writing a Summary of an Assigned Video/Audio Exercise, Projects	Identifying Letters During an Examination, Writing a Summary of a Target-Language News Article, Using Appropriate Strategies (e.g., skimming for the main idea, locating specific information, etc.) and Demonstrating Having Used Them Successfully, Demonstrating Having Understood a Text by Discussing It in an Examination	Midterm Examination, Recording of Practice with Native Speaker, Making a Group Video, Recording an Exercise in Which You Interact with Others, Recording Yourself Interacting with a Native Speaker from the Community, Projects	Speaking Assignments, Recording of Practice with Native Speaker, Projects	Writing Assignments, Keypals, Facebook Messages in the Target Language (appropriate length--see your professor), Projects

*To see the skill levels for all WLC courses, look at the "WLC Levels of Competence" in your Moodle course online.

Cultural Competence Objectives for Students:

Social Structures	Social Behaviors and Values	Social Phenomena
Identify, discuss, and analyze structures of the culture such as social, economic, and political institutions, and explore relationships among these institutions.	Give examples of social behaviors that express the culture's underlying value system.	Interpret and describe important social occurrences and/or major social change within the culture.

Course Grading:

Midterm (10%) and Final Examinations (15%)	25%
Speaking, Writing, and Project Assignments in Moodle	25%
Seminars and Conference with Professor	15%
Participation on Culture Blog and Quality of Comments	10%
Preparation for and Participation in Practices with Native Speaker	10%
Quizzes	15%

Course Policies:

Grades will not be discussed in e-mail

If you have questions about your grade, please see your professor in person.

Students are expected to turn in assignments on time

You will receive feedback from your professor on your assignments within seven to ten days after the assignment due date. Late work may only be submitted with the consent of your professor; there will be a minimal penalty of -25% applied to any late or incomplete assignment. It is the students' responsibility to submit assignments by uploading them to Moodle. Assignments submitted to professors via email will not be allowed.

Attendance, Participation, and Preparation

You are expected to attend every class (every seminar with your professor and every practice session with your native speaker) and to arrive on time. Students are expected to be prepared and ready to participate actively in class and practice your communication skills using the structures and vocabulary you have been studying on your own. If you find it necessary to be absent, it is

your responsibility to let your professor and native speaker know in advance. **Every three late arrivals to class (of more than 10 minutes late) will be counted as an absence. Students absent from class (seminar and practice sessions) more than five times during the semester will not receive a passing grade.**

Midterm and Final Examinations

There will be a midterm and a final oral examination that will test your knowledge of the readings and films studied in the class. These exams are 10-minute interviews with your professor. The final exam will be given during the normal university final exam period. If you either fail to sign up for an examination or do so and fail to show up for the examination, you will receive no credit.

Speaking, Writing, and Project Assignments in Moodle

You will be given speaking, writing, and project assignments in Moodle. Please be sure to read the instructions for each type of assignment and review the grading rubric to see how your work will be assessed.

Culture Blog Participation

Four times during the semester a different topic will be placed on the culture blog for your language. You are expected to comment thoughtfully on the questions or topics discussed. Plan to write comments for every blog post within two weeks of the post or you will not receive credit for them. You should read the post as well as the links to other resources; in responding to the post, your comments should reflect your critical thinking on the topic. (See the Cultural Competence Objectives in this document. For more information, refer to the document “Cultural Blog Posts Instructions”). Read other comments as well, and add any pertinent responses to other readers. Please be sure to review the grading rubric to see how your work will be assessed.

Quizzes

There will be five quizzes on grammar, readings, culture, and vocabulary covered in the textbook and in the Culture Blog during the semester. The lowest grade from these quizzes will be dropped.

The Importance of Being an Independent and Self-Motivated Learner

Studying a language at Drake will be quite a different experience for most students. In this program, you are not enrolled in a traditional class; you are expected to be more of an independent learner with less direction from your professor and more practice with a native speaker.

When you meet two times weekly with fellow students and the native speaker, you should **practice** communicative activities **in the target language**. In a course designed to promote communicative competence, grammar and language structures cannot be ignored, but the time to discuss them is with the professor.

Grammar questions will be addressed during the seminar with your professor. You will study grammar and the structures of language outside of class, but if you don't understand a particular point, please be sure to contact your professor. Grammar is a key element in language production, but avoid asking the native speaker to explain grammar. S/he may not be able to do so.

The native speaker does not evaluate you except to note whether you are present and prepared for each class. While the native speaker is familiar with the assignments on your syllabus so as to be able to help you better, the native speaker does not control the syllabus or your evaluation. Please

keep in mind that it is the professor who develops the syllabus and performs your final evaluation, not the native speaker.

Academic Integrity

Drake's College of Arts & Sciences Faculty has adopted a new policy for Academic Integrity, and we would like you to be aware of it. The complete policy is available online at <http://artsci.drake.edu/acadreg>.

Much of your work in WLC courses involves collaborative effort and we want to spell out how the Arts and Science Academic Integrity Policy may affect your collaborations. We believe collaborative studies facilitate language learning and we don't want to discourage your working with other students. That being said, you must do all your own work for any Writing Assignment. This means that no other person can tell you what to write or how to express it; not your native speaker, not your peers, not any other person who might know something about the language you are studying. What *is* permitted is that your peer group and your native speaker can tell you if they are unable to understand what you are trying to say; but they can't tell you how to "fix" it. If you are having difficulties understanding how this kind of peer editing works, talk with your professor.

Students who choose to violate the [Academic Dishonesty Policy](#) may receive an "F" for the course and may be reported to their Dean.

Physical or Psychological Challenges

Students needing assistance to participate in a class due a physical or psychological condition have the right to know about:

- full and equal access to the same educational experience as students without disabilities;
- accommodation requests reviewed and authorized quickly and fairly by instructors;
- disability documentation held confidential and released to designated individuals only with the student's written request or permission (Drake Student Disability Services' website: <http://www.drake.edu/acadassist/disability/currstud.php>).
- resources for psychological help: (<http://www.drake.edu/counseling/>)

Students needing this type of accommodation have the responsibility to:

- self identify their disability and provide professional documentation of the disability;
- consult with a counselor at the SDS to discuss appropriate accommodations;
- consult with instructors at the beginning of each semester to discuss accommodation needs and secure signatures on accommodation request forms;
- provide timely notification of special needs and changes in accommodation needs/services;
- adequately meet requirements of chosen program/course of study;
- arrange exam accommodations with faculty well in advance of exam dates;
- follow established University/SDS procedures for requesting accommodations such as alternative format, interpreters, etc.;
- notify the SDS and/or course instructor if requested accommodations are not being provided or are not effective;
- abide by the University code of conduct regarding matters such as academic honesty and disruptive behaviors.

The professor reserves the right to alter this document as needed.

East Asian Studies Capstone
WLC 147
Syllabus

The East Asian Studies Concentration provides a coherent framework for the study of East Asia. The concentration is designed to prepare students for becoming leaders with specialized knowledge of the peoples, cultures, languages, and social systems of East Asia. It is also intended for heritage speakers of Chinese and Japanese, who wish to gain greater understanding of their identity, as well as for those who simply wish to acquire more knowledge about East Asia.

This course is the culmination of the previous work you have completed toward the concentration. Primarily reflective in nature, the course requires you to compile an electronic portfolio that should include a collection of your best work. The portfolio should provide evidence of developmental progress, and, most importantly, reflective writing that addresses the concentration's learning outcomes.

Instructor

Dr. Marc Pinheiro-Cadd
214A Meredith Hall
515-271-3923

Learning Objectives for the Concentration

Students who complete the Concentration will be able to:

- Appreciate and understand diversity and change in East Asia over time;
- Describe shared and divergent trajectories of East Asian societies' historical development. They will understand these trajectories in global context, as regional phenomena, and in their individual manifestations;
- Recognize the consequences for East Asia and the West of encounters between the two, both in the past and in the present;
- Identify and compare different explanations for the recent rise in Asia's political, economic, and cultural influence;
- Develop the intercultural competence (skills and experience) to interact productively and comfortably with people from East Asia;
- Articulate their own values and assumptions and how they inform their understanding of other cultures.

Course Reading

Cadd, Marc. "The Electronic Portfolio as Assessment Tool and More: The Drake University Model." *The IALLT Journal for Language Learning Technologies* 42 (1, 2012). Online. (http://www.iallt.org/iallt_journal/the_electronic_portfolio_as_assessment_tool_and_more_the_drake_university_model)

Assignments for the ePortfolio

Choose at least one artifact from each course you have taken (or are taking) that counts toward the concentration and upload it to your ePortfolio. The ePortfolio will be created in class. Describe why you have chosen each artifact. What does it demonstrate? How does it provide evidence that you have met each learning objective listed above?

Be reflective as you write about each paragraph. Incorporate language from the learning objective. Reflective learning allows you to show that your learning is a deliberate process. It helps you clarify what you can and cannot (yet) do. This, in turn, allows you to plan and monitor future learning. The writing allows you to share your insights with others and, most importantly, to learn about yourself.

Artifacts may include papers, exams, digital projects, etc. from the courses you have taken,

You will meet weekly with the instructor and others in the class to monitor your progress and to discuss various learning objectives and other related concepts. At the end of the semester, you will present your ePortfolio to your classmates and invited guests, primarily faculty teaching courses in the concentration.

Assessment

Your grade will be determined as follows:

- 75% ePortfolio
- 25% Final Presentation

The ePortfolio and the final presentation will be assessed according to the rubrics below.

ePortfolio Assessment Rubric

	A	B	C	D/F	Grade & Comments
Reflective Writing (75)	The student's work demonstrates a conscious and thorough understanding of the skills and strategies necessary for meeting the course objectives, as well as the ability to identify strengths, areas	The student's work demonstrates a thoughtful understanding of the skills and strategies necessary for meeting the course objectives, as well as the ability to identify some strengths and areas needing improvement.	The student's work demonstrates a basic awareness of some of the skills and strategies necessary for meeting the course objectives and at least one strength and one area needing improvement.	The student's work demonstrates little or no awareness of the skills and strategies necessary to meet the course objectives and it fails to identify strengths and areas needing improvement.	

	needing improvement, and goals for improvement.				
Content (15)	The portfolio includes excellent and varied examples of work throughout the semester; the artifacts clearly demonstrate mastery of all course objectives.	The portfolio includes good and somewhat varied examples of work throughout the semester; the artifacts demonstrate solid progress toward mastering course objectives.	Most of the artifacts in the portfolio are well done; most demonstrate progress toward mastering course objectives.	Some of the artifacts in the portfolio are incomplete; few relate to course objectives.	
Organization (10)	The content is well organized and logical. The student made use of bulleted lists, headings, etc. Tags are used to organize content by semester, type of artifact, and objective. All links are clearly labeled and functional.	The content is clearly organized, but the organization is flawed. There may be no logical organization of the relevant artifacts. Tags are used to organize content by semester, type of artifact, and objective. All links are clearly labeled and functional.	The content is mostly well organized, but the professor has to make an effort to locate some of the artifacts. Tags are used but not consistently. All links are clearly labeled and functional.	There is no clear or logical organization. Tags are not used to organize content. The professor has great difficulty finding the relevant content. All links are clearly labeled and functional.	
					Total Score:

ePortfolio Presentation Assessment Rubric

	1	2	3	4	Total
Organization	Audience cannot	Audience has difficulty	Student presents	Student presents	

	understand presentation because there is no sequence of information.	following presentation because student jumps around.	information in logical sequence which audience can follow.	information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time, but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too	Student's voice is low. Student incorrectly pronounces terms. Audience	Student's voice is clear. Student pronounces most words correctly.	Student uses a clear voice and correct, precise pronunciation of terms so that all	

	quietly for students in the back of class to hear.	members have difficulty hearing presentation.	Most audience members can hear presentation.	audience members can hear presentation.	
				Total Points:	

Debra Bishop, PhD
 303 Aliber Hall
deb.bishop@drake.edu
 (515) 271-3818 (w)
 (515) 491-9057 (c)

Jimmy Senteza, PhD
 315 Aliber Hall
jimmy.senteza@drake.edu

(515) 271-3716

BRIEF COURSE DESCRIPTION:

This course is a study abroad seminar designed to introduce students to the challenges faced by African nations as they become increasingly integrated into a global world. Students attending Makerere University Business School (MUBS) join Drake University students for three week of events in Uganda. Students will critically assess the challenges faced by the citizens in Uganda while the country attempts to achieve sustainable economic development. We will use the United Nations Development Programme seventeen Sustainable Development Goals as the foundation for our course. Special attention will be directed towards analyzing these goals in the context of infrastructure development, entrepreneurship, microfinance constraints, constitutional development, the role of education, access of and availability to health care), the colonial legacy and the transition to political democracy/pluralism. As students study these issues, they will also reflect upon the complexity of elements which form culture and its relation to history, values, politics, communication styles, economy, or beliefs and practices and the impact of cultural differences on personal interaction and sustainable development.

LEARNING OUTCOMES:

Students, upon successfully completing this course, will:

- ♦ Understand how the attainment of the UNDP goals in Uganda is influenced by its cultural and political/colonial history, degree of economic development, availability of social services, current political culture, and democratic processes.
- ♦ Develop and evaluate alternative efforts designed to promote sustainable development in Uganda including an articulation of the influence of cultural, political, and socio-economic challenges on their success.
- ♦ Understand the constraints that political, economic, and cultural factors in Uganda place on international business seeking to operate there and the constraints that the global economy and its agents place on development in Uganda.
- ♦ Critically assess their expectations and assumptions about people and circumstances in Uganda and begin understanding the views of the world held by people in Sub-Saharan Africa.
- ♦ Critically assess how the formation of both one's own and other cultural rules and biases influence the development of positive collaborative relationships with colleagues whose actions are influenced by a diverse array of personal, cultural, and organizational characteristics.

 **SUSTAINABLE DEVELOPMENT GOALS**



COURSE PHILOSOPHY AND VALUES

- ♦ **Critical & Self Reflection:** Participants in the course are expected to critically reflect on the wide range of experiences which occur during the course. Critical reflection requires an appreciation for the formation of both one's own and other's cultural rules and biases. A complexity of elements form culture and its relation to history, values, politics, communication styles, economy, beliefs and practices. This array of cultural differences has an impact on personal interaction. The key goal should be to reflect upon and learn from those differences, attempt to understand their origins, put them in context of life experiences of their holders, and use the information to critically analyze the roots of your own views.
- ♦ **Respectful Dialogue:** The issues we discuss are complex and generally do not have easy or simple solutions. Often discussions bring to light a wide range of opinions and can provoke emotional reactions. The goal of the discussion is to for everyone to question, analyze, interpret and reflect. Careful reflection should promote a respectful dialogue throughout the course that accepts, respects and encourages different points of view. One of the keys to fully understanding anything is a respect for others to hold different points of view, and a willingness to sometimes "agree to disagree" without losing respect for the individual.
- ♦ **Have Fun & Embrace New Things:** While self-reflection and respectful dialogue are serious topics, the course revolve around interesting, fun, and exciting experiences. The faculty hope you embrace the experience, make new friends, learn new things, try new food, and above all thoroughly enjoy this life changing adventure.

ADDITIONAL DETAILS

- ♦ **Individual written assignments:** Graded written assignments should be completed as a well-organized "finished product." Points can and will be deducted if answers are difficult to read, grammatically incorrect, or sloppily organized. Some assignments will require students to post their work to the class blog. It is expected that students will learn to use the appropriate software and/or techniques to post material in a professional manner.
- ♦ **Group assignments:** When working with a team on activities, one activity will be submitted for the team with a cover sheet listing each participant's name. Each group must do their own work and duplicates of activities among groups will receive no credit. Each activity will have a peer and self-evaluation component and individual grades will correspond to contribution level.
- ♦ **Due dates:** No late assignments will receive full credit without written documentation from a physician or employer of the **EMERGENCY** that caused the assignment to be late (or prior approval from the instructors).
- ♦ **Health concerns:** This class requires international travel. As such students may be exposed to unfamiliar food, living accommodations and surroundings which may aggravate existing health conditions such as asthma, allergies and other commonly managed conditions. Please discuss any food allergies or other chronic health situations with the instructors prior to departure to allow faculty to do their best to ensure the health of all students. All discussions will be kept confidential.
- ♦ **Travel safety:** Conditions of travel locations are continually monitored by faculty, staff in Drake University's International Center, and Drake University's international risk assessment committee. Every effort is made to ensure student safety.
- ♦ **Class correspondence:** All correspondence will be sent via your Drake email address so if you are accustomed to using an alternative account please check your Drake account regularly.
- ♦ **Academic Integrity:** The College of Business and Public Administration's Academic Integrity Policy, applies to this course <http://www.drake.edu/dos/handbook/academic.php> Any incidents of academic dishonesty will be reported in writing to the Dean in the student's respective college as required by the faculty manual. The consequences of violating this policy vary given evaluation of the severity of the dishonesty. A violation can result in a grade of zero on the test or assignment, an "F" for the course grade, or even expulsion from the University.
- ♦ **Disability Accommodations:** Any student who has a physical or mental disability that substantially limits his/her ability to perform in this course under normal circumstances should contact Student Disability Services, 271-1835, to request any accommodations. Requests must be received and approved (including instructor approval) at least one week before the necessary accommodation. All relevant information will be kept strictly confidential.
- ♦ **Evaluations:** Students will be given the opportunity to evaluate the course via a written evaluation during the last two weeks of class. These evaluations are an important part of the course, and routinely result in changes in course policies and procedures. This is your opportunity to influence how this and other courses are taught, students are strongly encouraged to provide thoughtful comments and suggestions on the course

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Research / Project proposal	100	May 1 Class
Team research presentation	100	As scheduled
Guided journals	200	End of Travel
Day summary for blog	50	As Scheduled
5 blog comments (must be completed in-country)	50 (10 points each)	Student Discretion
Day report	100	June 27
Project summary / Research paper	200	June 27
Participation	100	
<ul style="list-style-type: none"> • Reflections • Presentations • Attendance at pre-trip sessions • Active participation in events / seminars / presentations 		
<u>In-Country Team Presentation</u>	<u>100</u>	
Total	1000	

Grades will be earned as follows: 900-1000 – A, 800-899 – B, 700-799 – C, 600-699 – D, below 600 - F

SUMMARY COURSE SCHEDULE

Pre-Travel Sessions on Drake Campus Spring 2015

Day	Date	Time	Location	Topic
Friday	April 8	2-4pm	Alib 108	2-3 Get Acquainted, Syllabus 3-4 What is Sustainable Development? Prof Root
Saturday	April 9	1-3pm	Alib 108	A Brief History of Uganda – Prof. McKnight
Friday	April 15	1-4 pm	Alib 112	Group Presentations
Saturday	April 16	1-4 pm	Alib 112	Group Presentations
Sunday	May 1	1-3 pm	Alib 108	Final Travel Details

It is understood that students may have conflicts with a portion of the on-campus meetings. If you are unable to attend a session (or portion of a session), contact us to make alternative arrangements.

Pre-travel sessions on Drake Campus

The purpose of the pre-travel sessions on campus is to provide you with background information and context for the travel portion of the class. You will start developing more expertise in your chosen area of research or project, and get to know your fellow classmates.

- ♦ **Group Presentations:** You will be assigned a group and a topic to investigate. The presentation will provide the class with background information and also help you in further developing your research or project.
- ♦ **Research / Project Proposal:** Your proposal provides a base for your in-country research/service learning. It is intended to give you a more in-depth introduction to your research or project. **Due May 1**
- ♦ **Blog Comment:** You will need to make at least one comment on the blog **prior** to departure. This guarantees you know how to access the blog and have set up your account prior to departure.

Travel in Uganda May 18th – June 9th

- ♦ Daily: Attend in-country programs, events, projects, and research
- ♦ Daily: Complete guided journals and participate in discussion

The majority of the class revolves around the travel portion of the class. During the travel portion of the class you partner with students from Makerere University Business School (MUBS) and attend a wide variety of events including academic lectures, visits with political and business leaders, tours of facilities and social events. The experiences cover a wide array of topics. Each event provides you with the opportunity to learn new things, question your beliefs, form new opinions, and make new acquaintances. Students should look for unexpected links between the events, try to connect each event to your research or project, discuss your questions with your colleagues from MUBS, engage in group discussion, embrace new ideas and reflect on the overall experience.

- ♦ **Critical Guided Journal:** The journal provides a place for you to reflect critically on the events of the trip. You should; *Question / Analyze / Interpret / and Reflect* upon the wide range of experiences that occur during the seminar.

For each event you will be provided some questions to reflect upon. It is understood and expected that some of your thoughts and responses will be very personal in nature. The faculty will not share your comments directly without your permission. We are not looking for a “correct answer,” the issues we discuss are complex and generally do not have easy or simple solutions. We are looking at your thought process and how you analyze, interpret, reflect upon, and learn from the experiences of the seminar. *Be creative, have fun and always keep an open mind!*

- ◆ **Event Report:** You are required to write an event report related to one event (which you will be assigned). You will also write a short reaction to the same event on the blog, designed to get comments from your classmates. The report should incorporate the thoughts of your colleagues from both MUBS and Drake. Seek their views and thoughts about the event, don't just rely on the blog comments. It is likely that you will change and modify the report as you reflect on the entire trip. Try to put the day in context, how does it relate to sustainable development? Did it change or confirm your views? What new things did you learn? What questions did it provoke? The day reports will be compiled into a trip summary available for the entire class.
- ◆ **Blog:** The blog allows us to keep in touch with friends and family as well as providing a venue for class discussion. For the same event which you write an event report, you should write an initial short reaction to the event for the blog (hopefully the same day as the event). It is not intended to be as long or detailed as the event report – just a few sentences describing the day and what inspired you, discouraged you, or thoughts about sustainable development. Ask questions for reflection by your colleagues in your blog post. You are also required to make five blog comments in response to the blog posts of your classmates (you can earn more participation credit by making more blog comments – it should provide another means of discussion in addition to our group discussions).
- ◆ **Team Presentation:** You will be assigned a team, partnering with the MUBS students, to prepare and present on an assigned topic during one of the last days of our time in Uganda. This will be an opportunity for cross-cultural collaboration, teamwork and development of presentation skills. A rubric outlining the presentation objectives will be distributed.
- ◆ **Class Participation:** The main thing is that you enjoy the experience and learn new things. You are expected to attend the scheduled events and reflect upon them. Part of your reflection will be participation in group discussions related to the event. Some of these will be formal, others informal – maybe just sitting next to colleagues on the bus while we move across the town. Include reflection of your informal discussions in your journals, day reports, and blogs. You can also participate in discussion via the blog, but that alone will not get you all of the participation points. Join the discussion and help the group engage in respectful dialogue based upon critical and self-reflection about the experiences.

Post Travel – due June 27

After returning from the trip you have some time to finish your paper or project summary and finish your day report. It is likely that after returning you will reflect on the trip and develop some new thoughts and ideas related to all of the events of the travel portion. Use this time to think about the experience and reflect. This reflection will help you polish your work and provide more thoughtful analysis.

- ◆ **Event Report:** Your final, more detailed, event report is due on June 27. This allows you time to reflect upon the event, put it in the larger context of the trip, incorporate comments of Drake and MUBS colleagues, and polish the message you want to provide the course participants about the trip.
- ◆ **Research Paper / Project Summary:** Your research paper or project summary is due on June 27. The exact format of your submission will depend upon your choice of topic or project. Regardless of topic you should include a bibliography of background research, interviews in-country, and other resources you employ.

WORDS OF WISDOM

“By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.” -- Confucius

“Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry, and die, it can introduce the idea that if we try and understand each other, we may even become friends.” -- Maya Angelou

“There are two distinct classes of what are called thoughts: those that we produce in ourselves by reflection and the act of thinking and those that bolt into the mind of their own accord.” -- Thomas Paine

“The World is a book, and those who do not travel read only a page.” -- Saint Augustine

“To travel is to discover that everyone is wrong about other countries.” -- Aldous Huxley

Current course title	Introduction to Theatre
Current department and number	THEA 076
Contact person or instructor(s) for this course	John Graham
Department submitting change request	Theatre Arts
Semester changes effective	Term, 2017
Has this change been approved by the department?	Yes
Current title	Introduction to Theatre
New title	Introduction to Theatre: London
Current course number	076
New course number	076T
Current credit hours	3
Proposed credit hours	3
Current course description	<p>Theory, history, and techniques of theatre. This course is not for theatre arts majors and is designed to increase appreciation of the theatre.</p> <p>"As with any art form, knowledge of the processes and efforts that go into the creation of theatre enhances the intellectual and emotional enjoyment derived from both its creation and its patronage. This J-Term we will dive in and attempt to understand this most vibrant of art forms: the theatre. We will examine the social, aesthetic and political purposes of the theatre, as well as the various forms in which theatre manifests itself in different cultures and at different times. We will use our time in London to visit different theatres and get</p>

Proposed course description

back stage tours of the production facilities to see world-class theatres in operation. We will then attend plays and musicals at these theatres to see how their efforts are translated into an actual theatrical production. Also, through a series of exercises and projects in conjunction with working theatre professionals we will gain an understanding and appreciation of the processes and components that make up a Traditional Western theatrical production. In other words, answering the question: "How do we take a play from the page to the stage?"

Rationale for change of course description

It more accurately describes this iteration of the class.

Other reasons for change

I have added the "T" designation to show it is a Travel seminar.
