

## New Weinberg College Degree Requirements Implementation Working Groups | Updates for Fall 2019

### College Seminar Working Group

#### Members

- Mary Finn (Associate Dean for Undergraduate Academic Affairs, teaching a seminar)
- Laura Panko (Assistant Dean for Curriculum and Assessment)
- Luke Flores (Assistant Director, teaching a seminar)
- Liz Trubey (Assistant Dean for Academic Advising, teaching a seminar)
- Lane Fenrich (Assistant Dean for First-Year Students, teaching a seminar)
- Ricardo Court (Assistant Dean for Academic Integrity, teaching a seminar)
- Marina Micari (ASLA, consulting)
- Director of Teaching & Learning Technologies (CANVAS): Vicky Getis
- Instruction and Curriculum Services, Library: Michelle Guittar, Jeannette Moss, Anne Zald, Ted Quiballo, Jason Nargis, Becca Greenstein, Tracy Coyne

Update: Five instructors piloted the re-designed fall quarter first-year seminars, now called College Seminars. The group began meeting weekly in spring 2019, continued through the fall when they all taught (to discuss what worked and what didn't), and will continue to meet through spring quarter 2020. From spring 2019 through August the group built a Canvas site populated with syllabus ideas, readings for faculty, and potential course materials. Using an innovative feature of Canvas, the five sites of the individual instructors were populated with all of this material, unpublished. Each instructor customized their site, by integrating the “content” component of their classes (for example, Your Brain on College, Political Controversy) with material from the “blueprint” site to build very distinct courses that nonetheless shared common learning goals and a great deal of common material. The next step is to revise the blueprint site based on the experiences of the instructors in the fall as well as formative assessment data, and to expand the pilot to include more faculty from across the College in fall 2020.

### Curriculum Transition Committee\*

\* For now this serves as the working group on *Foundational Disciplines* and *When Cultures Meet* requirements until other working groups have results to send to the committee for integration.

#### Members

- Mary Finn (Associate Dean for Undergraduate Academic Affairs, teaching a seminar)
- Laura Panko (Assistant Dean for Curriculum and Assessment)
- Joan Linsenmeier (consultant, former Assistant Dean for Curriculum and Assessment)
- Kerri Disch (Associate Registrar)
- Rosemary Bush (College Adviser)
- Lisa Davidson (Searle, Senior Assessment Associate)

Update: In Fall 2019 the Transition Committee focused on steps that need to take place to launch the *Foundational Disciplines* and *When Cultures Meet* requirements. Draft workflow was developed, from the proposal stage to recording new course attributes in CAESAR. The committee explored what policy updates will be needed with respect to how AP and IB credits, transfer credits, study abroad credits, and substitutions are handled for the *Foundational Disciplines* and *When Cultures Meet* requirements. Assessment opportunities were considered, and a timeline to implementation drafted. This committee will continue meeting through the academic year.

## First Year Writing Seminar Working Group

### Members

- Mary Finn (Associate Dean for Undergraduate Academic Affairs)
- Ann Bradlow (Associate Dean for Academic Initiatives)
- Lane Fenrich (Assistant Dean for First-Year Students)
- Paul Ramirez (Associate Professor, History Department)
- Elizabeth Lenaghan (Director of the Cook Family Writing Program)

### Update

- Course description (see box below)
- Canvas ‘sandbox’ under development

### First Year Writing Seminars

First Year Writing Seminars invite students and faculty to expand their definition of writing and to reflect on the complex role that writing plays in forming knowledge and identities.

First Year Writing Seminars focus on four inter-locking elements of written expression: *Question*, *Evidence*, *Argument*, and *Voice*.

***Question*** Writing often takes as its starting point a puzzle, contradiction, or problem. What will be explained, described, or explored?

***Evidence*** Rarely do facts speak for themselves. What do we know and how do we know it?

***Argument*** A writer can defend a position and build a case in any number of ways. What is the clearest and most convincing interpretation of the evidence?

***Voice*** An author’s style makes a piece of writing suitable to a particular purpose. What is the most effective way to articulate the argument?



In First Year Writing Seminars, students apply the imperatives of the Weinberg College learning goals—*Observe*, *Critique*, *Reflect*, and *Express*—to their development as writers.

Through their own writing and that of other authors, students consider several facets of academic writing.

- Writing is a social and rhetorical activity.
- Reflection and revision are central to improvement.
- Writing must be learned and is not perfectible.
- Failure can be an important and effective part of the process.

## Advanced Expression Working Group

### Members

- Ann Bradlow (Associate Dean for Academic Initiatives)
- Bob Gundlach (Professor and former Director of the Cook Family Writing Program)

### Update

- Course description (see box below)

***Advanced Expression:*** Focus on effective communication, be it through writing, speaking or other modes of communication, in specific disciplinary or interdisciplinary contexts.

#### Learning goals:

- Understand and emulate field-specific conventions and protocols for communicating findings to a range of audiences
- Develop the relationship between one's own voice and field-specific norms of expression, aiming to achieve control over persuasive rhetoric

The ***Advanced Expression*** requirement may be fulfilled in any quarter after completion of the *First-Year Writing Seminar* through one of two options:

#### Option A: Advanced Expression Class

- Students selecting this option take an advanced class (300-level or equivalent) that requires one or more substantial presentations in written, spoken, or other modes of communication. Examples include a term paper that has been through at least one stage of revision, and an oral presentation that goes beyond presentation of a reading.
- Advanced Expression classes may be taken in any department (provided the student satisfies pre-requisites) or through the Cook Family Writing Program (following the models of ENG 305: Writing Beyond College and ENG 282: Writing and Speaking in Business).
- Classes that satisfy the Advanced Expression requirement must be approved by the Weinberg College Curriculum Review Committee (CRC). Approval will be indicated in the course catalog and on students' degree documents (same as for Foundational Disciplines and Overlays).

#### Option B: Self-Designed Advanced Expression

- Students selecting this option submit a body of independent work resulting from a non-class-based academic experience for review by the DUS (or equivalent) in the department or program of (one of) their major(s).
- Department- and program-specific standards for the Advanced Expression requirement will be approved by the Weinberg College Curriculum Review Committee (CRC).
- Examples include a thesis (which may (but does not have to) also be submitted for honors), materials and/or recordings of a presentation at a symposium or conference, materials and/or recordings of a creative/artistic product or performance.