Annual Report for FYE Committee

Members: Chris Korey, Sarah Owens, Alison Welsch, Lynn Ford, Kate Mullaugh, Marianne Verlinden, Jennifer Wilhelm, Page Keller, Tracey Hunter-Doniger, Julie Davis

Summary of Activities:
During the fall semester 2017 the FYE Committee ushered in Dr. Sarah Owens as the up-coming Director of FYE. We met and reviewed several proposals for future FYE courses. Most pasted without an issue, however, some needed revisions and with the assistance of Dr. Owens and/or Dr. Korey all were passed. The committee met during the spring semester 2018 to solidify a few proposals that still needed revisions and to discuss the grading system regarding the peer facilitators.

Record of Activity:

FYE Meeting Minutes
August 27, 2017, 8:30am

I. FYSE New Course Proposal & New LC Proposal
   - Front page will stay the same
   - Course description
   - Mention the title “consider the audience” That is what sells it.
   - Cap is at 20
   - REACH program wording
     - Create language that is compatible with the goals of the REACH program
     - Considered removing the language from the proposal
   - Readings- narrow down to what the students would read... often times they proposals have too many.
     - Rather than “list” use “describe”
     - Specify the language to provide a guide for the reading and the assignments so they are appropriate for Freshman
     - Suggestion: Typically first year courses would provide... (provide examples)
     - Suggestions: We encourage to incorporate writing in your course and scaffold the assignments.
     - Suggestion: Flip the order of the questions- This was the agreed upon decision.
   - A draft will be sent out Monday.
   - Due date of October 25

III. State of FYE-Recap of summer
   - 200 students short
• Capped the FYE at 18
• 385 taking the FYE course in the spring
• iCharleston and in Coming and bridge students for the spring semester
• in Spring 18 students capped.

IV. Review dates for proposals
• Proposals due 21
• Review meeting date Oct 25
• Review meeting date Nov 1
• Review meeting date Nov 8
• Review meeting date Nov 15

FYE Meeting
Oct 23 & Nov 1
Attendees: Chris Korey, Tracey Hunter-Doniger, Sarah Owens, Julie Davis, Katherine Mullaugh, Bea Maldonado, Jennifer Wilhelm, Allison Welch, Marianne Verlinden, Lynn Ford,

A.) Reviewed the course proposals
FYSE 1
• Authoring Addictions: Literacy and Cultural Narrative of Drugs and Alcohol Abuse- Approve, but the assignments are a bit vague.
• History in the news- Approve, very timely topic, no specifics on writing assignments.
• You are What You Wear- Approve, fieldtrip for Indigo dyeing is great. A 1-2 page paper does not seem rigorous.
• Party Like its 1899- Approve, Interesting readings, however vague terms regarding papers (e.g. what does “small paper” mean?)

FYSE 2
• More than Just Hybrids and Electrics: Rethinking the Greenest Car- Approve, lacks specifics on writing assignments.
• Traveling the Hispanic World- Approve, detailed plan and scaffolding, but in my opinion, needs more rigor.

LC
• It’s all in your head- Approved- great alignment
• Red Dragon Rising: China and Asia on the Global Stage- Approved- with some clarifications- Question, is the final essay in Chinese? Issues with the class sizes will be discussed. Mapping project needs some clarifications. Could there be some clarification as to where the assignments are assigned.
• Food: Constructing and sustaining identities: Need some clarifications- Could they link in Brazil into the course and build up the minor. Put in for a general description, that is more attractive to students. Explain more about the course and meeting the objectives.
• Music and Song: **Approve**, the description seems longer than 120 words...assignments: four essays- 2, 4, 7pages... works for me.

• Learn it, live it, give it: Mentoring and youth development: **Approve**, the description could be written in a more “freshman friendly” way. Maybe highlight the sports and bring in the broad perspective to bring in the hook.

LC

• Arabic Language Muslim Societies and Cultures: **Need more feedback about the course**

**B) Next meeting 11/15**

**FYE Meeting**
**November 13, 2017**

Attendees: Chris Korey, Tracey Hunter-Doniger, Sarah Owens, Julie Davis, Katherine Mullaugh, Bea Maldonado, Allison Welch, Marianne Verlinden, Lynn Ford

**A.) Review of New Course Proposals**

• Gender and Sexuality on Stage and Screen-Jesse Portillo- Great books. Well thought out-great scaffolding- **Approved**

• LC-Paddling towards Sustainability through Biology- Miranda McManus/Ashley Brown-Consideration needs to be made for students in Bio. One suggestion: for the Google writing, use more Bio content in the writing. Great course, well thought out. - **Approved**

• Exploring the Arts & Cultural Ecosystem of the Lowcountry- Claire Long-Detailed, discussion of Jazz and the overload of information... good lesson-writing assignments-ok- thank you notes... interesting- Suggestions: Course description could use some examples, and make it appealing to the Freshmen, perhaps an addition of a more academic piece. - **Approved**

• Fisheries Conservation and Sustainability- Nick Principe-Interesting-Pet trade. Suggestions: The title needs to be reworked. Seemed light on the writing, could they work on citations within the blog. Perhaps bring in the local aspect of this subject-**Approved**

• The Beautiful and the Good: Art Ethics and Culture in Japan- Laura Specker Sullivan- Suggestions: The description is weak- make it more student friendly and take out the word Western. Good scaffolding. -**Approved**

**B.) Update on past reviewed the course proposals**

**FYSE 1**

• Authoring Addictions: Literacy and Cultural Narrative of Drugs and Alcohol Abuse- **Approve**, but the assignments are a bit vague.

• History in the news- **Approve**, very timely topic, no specifics on writing assignments.

• You are What You Wear- **Approve**, fieldtrip for Indigo dyeing is great. A 1-2 page paper does not seem rigorous. **Revised all suggestions**

• Party Like its 1899- **Approve**, Interesting readings, however vague terms regarding papers (e.g. what does “small paper” mean?)- **Revised the writing.**
FYSE 2
- More than Just Hybrids and Electrics: Rethinking the Greenest Car- Approve, lacks specifics on writing assignments.
- Traveling the Hispanic World- Approve, detailed plan and scaffolding, but in my opinion, needs more rigor.

LC
- It’s all in your head- Approved- great alignment
- Red Dragon Rising: China and Asia on the Global Stage- Approved- with some clarifications- Question, is the final essay in Chinese? Issues with the class sizes will be discussed. Mapping project needs some clarifications. Could there be some clarification as to where the assignments are assigned. Still working on it.
- Food: Constructing and Sustaining Identities: Need some clarifications- Could they link in Brazil into the course and build up the minor. Put in for a general description, that is more attractive to students. Explain more about the course and meeting the objectives.

FYE
- Music and Song: Approve, the description seems longer than 120 words…assignments: four essays- 2, 4, 7pages… works for me.
- Learn it, live it, give it: Mentoring and youth development: Approve, the description could be written in a more “freshman friendly” way. Maybe highlight the sports and bring in the broad perspective to bring in the hook. The description was rewritten.

LC
- Arabic Language Muslim Societies and Cultures: Need more feedback about the course- Working on it.

C) Next Meeting- November 29 Same bat time, same bat channel.

FYE Meeting
January 26, 2018

Attendee: Tracey Hunter-Doniger, Sarah Owens, Julie Davis, Paige Keller, Marianne Verlinden, Lynne Ford

Learning Communities
- Measuring Democracy: Work with the title and description to make it more interesting for freshman. POLI 119 & MATH 103. It seems to have a good connection between Math and Political Science. Some content seems to be dense for freshman. Some of the readings are quite old and foundational, a suggestion was made that more contemporary text would be more relevant.
More details for the writing assignments, for instance what readings are connected. Sarah will contact the faculty members and work with them. Perhaps use the sustainability theme for culture awareness.

Seminars

- **Seeing the South** - The reading list is far too much for freshmen. The writing seems extensive for freshmen. A suggestion for smaller papers. **Approved with adjustments.**

- **Paddling towards Sustainability** - Description needs to be jazzier - Not really enough information regarding the rigor. For a 3-credit academic course it needs to be more substantive. The writing needs to be enhanced and the sustainability needs to be included. A suggestion was made for Objective number 3 was to include film and other details. - **Sarah will meet with her for a revision.**

- **Democracy and Disagreement** - Looks good but 3 large papers seems like a large work load for freshman, if they could be smaller it seems more feasible to the ability of a freshman. **Sarah will work with Liza on the description and title.**

- **Ghost Stories** - Comments and suggestions - there is a lot packed into this one course can it be done. Has a lot of critical work and has an engaging participate plan. Also, the Charleston connection is wonderful. Excellent writing assignments. **Approved**

Next Meeting

- One more proposal coming in from German Department.
- Sarah will meet with us about the grading and the courses for next year.
- Next Meeting will be **February 27.**

First-Year Experience

Minutes of February 27, 2018 Meeting

*Attendees:* Sarah Owens (chair), Julie Davis, Page Keller, Beatriz Maldonado, Allison Welch, Jennifer Wilhelm, and Marianne Verlinden.

I. LEARNING COMMUNITIES

**Measuring Democracy: The Quest for Fair Representation** (LaTasha Chaffin and Annalisa Calini) - POLI 119 & MATH 103 - Suggested adjustments were made (title revision (original title was *Measuring Democracy*), revised course description to appeal to freshmen, inclusion of more contemporary readings, and additional details regarding writing assignments including their connection to the readings). Proposal was approved.
II. SEMINARS

A. REVISED PROPOSALS

1. **Paddling towards Sustainability** (Ashley Brown) - Could not be approved as stand-alone course (i.e. as seminar) because instructor does not meet the credentialing requirements.

2. **The Divided State of America** (Michael Lee) - Suggested adjustments were made (title revision (original title was *Democracy and Disagreement*), revised course description, shortening of writing assignments with clarification on how they build on each other). Proposal was approved.

3. **Seeing the South** (Mark Long) - Suggested adjustments were made (reading list now differentiating required from suggested readings, shorter writing assignments now totaling 9 to 12 pages). Proposal was approved.

B. NEW PROPOSALS

1. **How to change the world with your writing** (Caroline Foster)

   *Issue:* FYE does not pay stipend to local people offering lectures or workshops linked to FYE courses (at most a small one-time honorarium $100-200 range). Concern of setting a precedent.

   *Question:* Would the course still run if no funding were secured? If so, what would the course look like?

   *Recommendations:*
   a) Revise course description to target a student audience.
   b) Advise instructor to
      (1) request funds from the Communication Department, and /or seek funding from QEP (provided the workshops are campus-wide). In that case, the workshops could still be scheduled at the time the course is offered;
      (2) approach CoC Ron Menchaca, former newspaper reporter, to see if he would be willing to serve as a resource for the course;
      (3) consider taking students on a field trip to the *Post and Courier* (funding is available for such an initiative).

2. **Games Cultures Play: Sport(s) and Sport Culture in Germany** (Tom Baginski)

   *Recommendations:*
   a) Revise the course title to better reflect course description and course content: **Games Cultures Play: Sport(s) and Sport Culture in Germany and the Western World**
b) Revise the course description: Divide it in a couple of sentences, add a verb or two so it does not read like a list.

c) Assignments:
   (1) Library assignment: Add a component where students assess the quality of sources, and explain their decision to use these sources (or not) for a specific project.
   (2) Reflection pieces and Documentary: Clarify how these would build on the library assignment (explicitly requiring students to document sources).

d) #9 Sample Question to Assess Integrative Abilities. Rephrase the last paragraph of the assignment to avoid the impression of conflating “eugenics” and “in vitro fertilization”. Replace “in vitro fertilization” with “reproductive technology”.
   Compare U.S.-American and National Socialist (NS) notions of genetic engineering. Are there compelling arguments that could be advanced to oppose reproductive technology?

e) Films to be Viewed: Berlin 36. Rephrase the last segment of the description to reflect the new sensitivity to the treatment of intersex athletes. Could be linked to the 2016 Rio Summer Games debate around Caster Semenya’s participation in the women’s 800m final.

III. OTHER

A. REVISION OF COURSE APPLICATION
   #5 “Course Description” in the online course application will be revised.
   The note will be reworked to ensure the description is written for a student audience.
   Maybe??: “This description will be used in the online FYE course listings, and will be reviewed by the FYE committee. Freshmen are your target audience.”

B. E-MAIL APPROVAL OF COURSE REVISIONS
   Revisions to the last two proposals will be circulated. We aim at having them approved via e-mail before Spring break.

Next Meeting

Date: March 27, 2018 (8:15 a.m.)

Topic: Feedback from instructors on grading rubric.
Attendees: Sarah Owens (chair), Julie Davis, Page Keller, Beatriz Maldonado, Jennifer Wilhelm, and Lynn Ford

I. FIRST YEAR SEMINAR

Interpreting our National Treasures: From Parks to Moon Rocks (FYSE 117) (Cassandra Runyon) Some minor changes requested in the course description. There were some concerns about the touring of museums, like the National Air and Space Museum, which are not local. The logistics and accessibility of that or whether they would be taking virtual tours. Proposal was approved

II. FEEDBACK ON GRADING POLICY

Feedback was mostly positive. There were some requests to ask the Peer Facilitators to calculate midterm grades so that the instructors can incorporate the seminar grade into the overall midterm grade calculation. Decision on the grading policy is to maintain it as is and to continue to survey the faculty to get their feedback.