

**The University of North Carolina at Pembroke**  
**Faculty Senate Agenda**  
 Wednesday, April 5, 2017  
 3:30 p.m., 213 Chavis University Center

Sara Simmons, Chair  
 Aaron Vandermeer, Secretary

Members of the Senate:

To 2017	To 2018	To 2019
<b>ART</b> Jonathan Maisonpierre	<b>ART</b> June Power	<b>ART</b> Aaron Vandermeer
<b>EDN</b> Joe Sciulli	<b>EDN</b> Carol Higy	<b>EDN</b> Heather Dial Sellers
<b>LET</b> Cynthia Miecznikowski	<b>LET</b> Jesse Peters	<b>LET</b> Enrique Porrua
<b>NSM</b> Tom Dooling	<b>NSM</b> Dennis McCracken	<b>NSM</b> Sally Vallabha
<b>SBS</b> Brooke Kelly	<b>SBS</b> Xinyan Shi	<b>SBS</b> Mitu Ashraf
<b>At-Large</b> Scott Hicks	<b>At-Large</b> Beverly Justice	<b>At-Large</b> Jose D'Arruda
<b>At-Large</b> David Nikkel	<b>At-Large</b> Cliff Mensah	<b>At-Large</b> Polina Chemishanova
<b>At-Large</b> Sara Simmons	<b>At-Large</b> David Young	<b>At-Large</b> John Parnell
<b>Chancellor</b> Robin G. Cummings		
<b>Interim Provost and Vice Chancellor for Academic Affairs</b> Scott Billingsley		

**Order of Business**

- A. Roll Call**
- B. Approval of Minutes** ([Appendix A](#))
- C. Adoption of Agenda**
- D. Reports from Administration**
  - 1. Chancellor—Robin G. Cummings
  - 2. Interim Provost and Vice Chancellor for Academic Affairs—Scott Billingsley
- E. Reports of Committees**
  - 1. Operations Committees
    - a. Executive Committee—Sara Simmons
    - b. Committee on Committees & Elections—Tom Dooling
      - 1) Vote for Senate Chair for the 2017-2018 academic year
      - 2) Vote for Senate Secretary for the 2017-2018 academic year
    - c. Committee on Faculty Governance—Jesse Peters
  - 2. Standing Committees
    - a. Academic Affairs Committee—Jonathan Maisonpierre
      - 1) Proposals from the Curriculum Subcommittee (*Curriculog* link: <https://uncp.curriculog.com/agenda:24/form>)
        - (i) Proposal from the Department of Elementary Education:
          - (a) Remove ELE 2900 and HST 3170 from requirements for the B.S. in Elementary Education degree program (Approved 8-0-0)
        - (ii) Proposals from the Department of Health and Human Performance:

- (a) Program Proposal: Revise requirements for M.A. in Health and Physical Education, Exercise Science/Sports Administration (Approved 8-0-0)
    - (b) Program Proposal: Revise requirements for M.A. in Health and Physical Education, Physical Education Licensure Concentration (Approved by 8-0-0)
    - (c) Program Proposal: Revise requirements for Master of Arts in Teaching (M.A.T.) with Health/Physical Education Specialization (Approved 8-0-0)
  - (iii) Proposal from the Department of Mass Communication:
    - (a) Program Proposal: Revise requirements for B.S. in Mass Communication, Public Relations Track (Approved 8-0-0)
  - (iv) Proposal from the Department of Mathematics and Computer Science
    - (a) Program Proposal: Create a Cyber Security Track in the B.S. in Information Technology (Approved 8-0-0)
- 2) Proposals from the Writing Intensive Committee: (see [Appendix B](#))
  - (i) Program Proposal: Add the following courses to the Writing Intensive Program in the WE category: ENG 2760 Creative Nonfiction I; ENG 3760 Creative Nonfiction II (Approved 8-0-0)
  - (ii) Program Proposal: Add SSE 4000 Methods of Teaching Social Studies to the Writing Intensive Program in the WD category (Approved 8-0-0)
  - (iii) Program Proposal: Add the following course to the Writing Intensive Program in the WE category: PLS 4510 American Foreign Policy (Approved 8-0-0)
  - (iv) Program Proposal: Add the following course to the Writing Intensive Program in the WE category: ENG 2100 African American Literature (Approved 8-0-0) (Note: For the ENG 2100 syllabus, see the separate pdf file that was disseminated along with agenda via email from Shared Mailbox – Faculty Senate.)
- 3) Proposal from the Enrollment Management Committee:
  - (i) Proposal to revise Academic Standing policy (Approved 8-0-0) ([Appendix C](#))
- b. Faculty & Institutional Affairs Committee— Jesse Peters
  - 1) Proposal to endorse the recommendation of the Learning Management System (LMS) Advisory Committee to replace the current LMS (Blackboard) with Canvas (Approved 10-0-0) ([Appendix D](#))
- c. Student Affairs & Campus Life Committee—Brooke Kelly

**F. Faculty Assembly Report – No report**

**G. Teacher Education Committee Report ([Appendix E](#))**

**H. Graduate Council Report ([Appendix F](#))**

**I. Other Committee Reports**

**J. Unfinished Business**

**K. New Business**

**L. Announcements**

## **M. Adjournment**

## Appendix A

### The University of North Carolina at Pembroke Faculty Senate Minutes

Wednesday, February 1, 2017 at 3:30 p.m.  
213 Chavis University Center

Sara Simmons, Chair  
Aaron Vandermeer, Secretary

Members of the Senate:

To 2017	To 2018	To 2019
<b>ART</b> Jonathan Maisonpierre	<b>ART</b> June Power	<b>ART</b> Aaron Vandermeer
<b>EDN</b> Joe Sciulli	<b>EDN</b> Carol Higy	<b>EDN</b> Heather Dial Sellers
<b>LET</b> Cynthia Miecznikowski	<b>LET</b> Jesse Peters	<b>LET</b> Enrique Porrua
<b>NSM</b> Tom Dooling	<b>NSM</b> Dennis McCracken	<b>NSM</b> Sally Vallabha
<b>SBS</b> Brooke Kelly	<b>SBS</b> Xinyan Shi	<b>SBS</b> Mitu Ashraf
<b>At-Large</b> Scott Hicks	<b>At-Large</b> Beverly Justice	<b>At-Large</b> Jose D'Arruda
<b>At-Large</b> David Nikkel	<b>At-Large</b> Cliff Mensah	<b>At-Large</b> Polina Chemishanova
<b>At-Large</b> Sara Simmons	<b>At-Large</b> David Young	<b>At-Large</b> John Parnell
<b>Chancellor</b> Robin G. Cummings <b>Provost and Vice Chancellor for Academic Affairs</b> Zoe Locklear		

**Members Present:** Mitu Ashraf, Scott Billingsley, Polina Chemishanova, Robin Cummings, Jose D'Arruda, Heather Sellers, Tom Dooling, Scott Hicks, Carol Higy, Beverly Justice, Brooke Kelly, Jonathan Maisonpierre, Cliff Mensah, Cynthia Miecznikowski, David Nikkel, John Parnell, Jesse Peters, Joe Sciulli, Xinyan Shi, Sara Simmons, Sally Vallabha, Aaron Vandermeer, David Young

**Members Absent:** Dennis McCracken, Enrique Porrua, June Power

**Guests:** Irene Aiken, Gordon Byrd, Karen Granger, Dan Kenney, Emily Neff-Sharum, Derek Oxendine, Robin Snead, Dennis Swanson, Brandon Tester, Parker Watson, Dawn Wheeler

### Order of Business

- A. **Roll Call**—The meeting was called to order at 3:30PM
- B. **Approval of Minutes**—The Minutes were approved as disseminated.
- C. **Adoption of Agenda**—The Agenda was approved as disseminated.
- D. **Reports from Administration**
  1. **Chancellor**—Robin G. Cummings  
Groundskeepers doing a great job on campus. The men's basketball team is ranked 24th in nation, while football finished 12th in nation. Dr. James Williamson and the NC Community Colleges are eager to work with us in any way they can. We created a pathway for business students to come from Louisburg College with a two year articulation agreement; we will try to recruit more students from that college in other

disciplines. UNCP hosted an Open House on February 11. Elementary Education is partnering with Richmond Community College. The BOG meets tomorrow and Friday. We have extended an offer to fill the AVC for Enrollment and hope to make an announcement soon. The Provost Search has three strong candidates coming next week. The government budget went up to \$51M for NC Promise schools after the schools cautioned that the original \$40M was not enough. Dr. Richard Vela reported on the Provost Search: he encourages involvement in final on-campus phase. There were more than 70 applications. Eight semifinalists were selected and interviewed at a neutral site for 75 minutes each. Each of the three finalists will have about two days of events on campus, to include meetings with Chancellor, AVCs, Deans, a campus forum, governance leaders, Academic Affairs staff, and Human Resources.

2. Interim Provost and Vice Chancellor for Academic Affairs—Scott Billingsley  
The tweaking of the contract with Academic Partnerships (AP) is expected to be finalized within the next few days. The AP team will be on campus a few weeks after signing to begin work. The Strategic Enrollment Planning Team has five committees focusing on different initiatives. Regarding Areas of Distinction with the UNC Strategic Plan, we need to identify a mission-focused academic area where we could achieve regional, national, or international recognition. GA will send out more guidelines on how to do this.

## **E. Reports of Committees**

1. Operations Committees
  - a. Executive Committee—Sara Simmons  
Dr. Simmons attended Board of Trustees meeting in February to deliver a report to the Educational Planning & Personnel Committee. She took the opportunity to explain all that faculty do in the area of service. There will be one more meeting, so if you have suggestions for the report, please contact Dr. Simmons.
  - b. Committee on Committees & Elections—Tom Dooling
    - 1) Replacement of three members of the Curriculum Subcommittees
      - (i) Approval of David Oxendine (Education Division, through end of 2016-2017 academic year)
      - (ii) Approval of Irina Falls (Education Division, through end of 2017-2018 academic year)
      - (iii) Approval of J. Porter Lillis (SBS Division, through end of 2017-2018 academic year)
    - 2) Replacement of one member of Faculty Development and Welfare Subcommittee
      - (i) Approval of Ashley Allen (through end of 2017-2018 academic year)
    - 3) Replacement of one member of Student Affairs and Campus Life Committee
      - (i) Approval of Kevin Freeman (through end of 2017-2018 academic year)
  - c. Committee on Faculty Governance—Jesse Peters  
There were no action items.

**Items 1 - 3 were taken together and Approved 20-0-0**

2. Standing Committees

a. Academic Affairs Committee—Jonathan Maisonpierre

- 1) Proposals from the Curriculum Subcommittee (*Curriculog* link: <https://uncp.curriculog.com/agenda:18/form>)
  - (i) Proposals from the Department of English, Theatre, and Foreign Languages (Appendix B in the Agenda):
    - (a) Program Proposal: Replace the B.A. in English Education (9-12) with a 9-12 Licensure concentration in the B.A. in English (Approved 9-0-0)
    - (b) Program Proposal: Replace the B.A. in English Education Middle Grades with a 6-9 Licensure concentration in the B.A. in English (Approved 9-0-0)  
**Items (a) and (b) were taken together and Approved 20-0-0**
  - (ii) Proposals from the Department of Music (Appendix C in the Agenda – additional details of proposals available in *Curriculog*):
    - (a) Program Proposal: Revise degree requirements for B.A. in Music with Music Industry Emphasis—Classical Track (Approved 9-0-0)
    - (b) Program Proposal: Revise degree requirements for B.A. in Music with Music Industry Emphasis—Jazz and Commercial Track (Approved by 9-0-0)  
**Items (a) and (b) were taken together and Approved 20-0-0**
  - (iii) Proposals from the Department of Political Science and Public Administration (details of proposals available in *Curriculog*)
    - (a) Program Proposal: Delete Professional Paper requirement from all M.P.A. degree programs (Approved 9-0-0)  
**Approved: 20-0-0**
    - (b) Program Proposal: Create a 5-Year combined B.A. in Political Science and M.P.A. program (Approved 9-0-0) (Appendix D in the Agenda)  
**Approved: 20-0-0**
- 2) Proposal from the General Education Subcommittee:
  - (i) Statement regarding articulation agreement with Yangtze Normal University (YNU): “UNCP will observe the current articulation agreement with Yangtze Normal University until such time as it can be modified to better meet general education requirements.” (Approved 9-0-0)  
**Approved 20-0-0**
- 3) Proposals from the Enrollment Management Committee:
  - (i) Proposal to change the impact of a grade of Incomplete on the quality hours and quality point average during the semester the student has to fulfill the course requirements. (Approved 8-0-0) (Appendix E in the Agenda)  
**Approved 20-0-0**
- 4) Proposal from the Academic Affairs Committee:

Resolution on Academic Hiring (Approved 8-0-0) (Appendix F in the Agenda)

**Approved 20-0-0**

- b. Faculty & Institutional Affairs Committee— Jesse Peters  
No action items. Invited Dean Swanson to meeting, good discussion about staffing issues, budget, and deselection of materials.
- c. Student Affairs & Campus Life Committee—Brooke Kelly  
No action items. Presented findings on survey about a university activity period.

- F. Faculty Assembly Report** (Appendix G in Agenda)
- G. Teacher Education Committee Report** (Appendix H in Agenda)
- H. Graduate Council Report** (Appendix I in Agenda)
- I. Other Committee Reports**
- J. Unfinished Business**
- K. New Business**
- L. Announcements**
- M. Adjournment**—The meeting was adjourned at 5:00PM.

Respectfully submitted,  
Aaron Vandermeer, Secretary

[Return to Agenda](#)



## Part Two: Course Information

--> **Attach a copy of the proposed course syllabus.** Specify below how you would envision using the elements listed in your proposed Writing Enriched or Writing in the Discipline course.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

weekly writing exercises, journals, ungraded drafts – to count towards class participation, at least 10% of final grade

1b. Estimated # of pages of INFORMAL writing in course:   20  

1c. Describe the learning outcomes expected from the required informal writing:

rhetorical knowledge of the flash essay form; enhanced critical thinking skills; knowledge of nonfiction genre conventions, from sentence-level writing to tone and style; experience drafting and workshopping flash-length essays

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

(3) polished flash-length essays (500-1500 words each)

2b. Estimated # of pages of FORMAL writing in course:   10-12  

2c. Describe the learning outcomes expected from the required formal writing:

completion of a successful, polished writing portfolio that engages feedback, criticism, and the use of appropriate source citation where necessary

3. What percentage of the course grade is determined by the INFORMAL writing assignments?   10%   by the FORMAL writing assignments?   90%  

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.

engaged, critical readings and class discussions from creative nonfiction publications (*Brevity* and *The Field Guide to Writing Flash Nonfiction*); whole-class, instructor-led workshops; weekly writing prompts focusing on language, tone, audience awareness, and belletristic approaches to the essay form

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

peer workshops, group writing exercises, and individual conferences with the professor

For Office Use Only

WE or WID course designation approved: \_\_\_\_\_  
QEP Committee Chair                      Date

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## ENG 2760: Writing Creative Nonfiction I

**Instructor:** Dr. Jessica Pitchford  
**Office Hours:** Tues 1:30-2:00, 3:30-5:00; Wed 3:00-4:00; Thurs 1:30-2:00, 3:30-5:00; and by appointment  
**Office Location:** Dial 102  
**Email:** jessica.pitchford@uncp.edu

“How many words does it take to tell a compelling true story?”—*The Rose Metal Press Field Guide to Writing Flash Nonfiction*

### Course Description and Goals

This three-credit course will serve as an introduction to the craft of creative nonfiction writing in a traditional workshop setting. It aims to help you hone your nonfiction reading, writing, and analytical skills and in doing so will focus specifically on the briefest of essay forms: flash nonfiction. These extremely short essays, which can vary in length but are on average 500-1500 words, are increasingly popular if difficult to achieve—a real writing challenge. In-class activities include reading discussions, individual and group writing exercises, as well as peer workshops. Students will read and lead discussions on short essays about the craft of flash nonfiction, guidelines from the masters of the form. The class will also subscribe to *Brevity: A Journal of Concise Literary Nonfiction*, a free online literary magazine that has been publishing contemporary literature’s finest and emerging writers for nearly twenty years. We will discuss the selected narratives—to include short essays from Sherman Alexie, Jennie Bouly, Bret Lott, and many more—as writers as opposed to literary critics, paying special attention to the writing itself, how the story is told, and why it works given the abbreviated framework. Through a careful reading of the chosen texts, students will gain a clearer sense of what makes successful flash nonfiction and use that knowledge to write their own, to tell a compelling true story in as few words as possible. We will study both basic writing skills, to include the use of language on the sentence level, and more advanced skills such as voice and memory mining, increasing student understanding of creative nonfiction rhetorical forms and audience awareness. We will also explore collaborative writing, both in and outside of class, with cross-curriculum writing and critical response opportunities. In addition to completing weekly informal writing exercises, each student will be expected to workshop three formal flash nonfiction pieces with the entire class. At semester’s end, those initial drafts—having weighed feedback from peer workshops and individual conferences with the professor—will be revised for a final writing portfolio. Your writing portfolio combined with your overall participation and homework will determine your final grade in the course. The ultimate goal is to get you reading one of the most progressive forms of writing being published today and trying your hand at creating your own.

### Required Materials

*The Rose Metal Press Field Guide to Writing Flash Nonfiction: Advice and Essential Exercises from Respected Writers, Editors, and Teachers.* Ed. Dinty Moore. Rose Metal Press, 2012.  
paper and ink (or access to a printer) for flash copies for class

### Requirements of the Course / Final Grade Breakdown

Attendance and Active Class Participation, including writing exercises: 10%  
Flash Nonfiction Submissions (x3): 30% each

### Active Class Participation

Students are expected to arrive on time to class, with their textbooks, having closely read each

assignment. Participation is important and means students should be prepared to take an active role in class discussions and listen attentively to both the professor and classmates. Part of your participation points can be earned by simply showing up and engaging in weekly writing exercises, sharing your process with your classmates. Since this course relies heavily on the workshop/group discussion setting, joining in the conversation is critical to your overall participation grade. You should treat the assigned readings as if you were discussion leaders—point out what intrigues you about the text and the notes on craft. Be sure to bring the required materials to class, take notes, and offer your own opinions, especially during group workshops. Everyone’s writing—and your participation grade (worth 10% of your final score)—will be the better for it.

### **Flash Nonfiction Submissions**

Students will write three pieces of flash nonfiction—no more than 1500/less than 500 words each (2-4 pages, double spaced is what you should aim for)—which we will workshop together as a class. After the first week of class, I will pass around a workshop signup sheet; the class meeting before your piece is to be workshopped, you should bring in enough typewritten copies for the entire class. Because it has proven problematic in the past, know that for every day you fail to turn in your scheduled workshop piece, you will be docked 10 points. Those points will remain deducted even from a revision for the final portfolio. Emergencies will be evaluated on a case-by-case basis. Please give me ample time to rearrange the schedule if you know you’re going to be significantly late with a turn-in. We will read, mark, and comment on your pages, sharing our final analyses out loud. An important note: workshop protocol follows that workshoppees remain silent and take notes while their work is being critiqued. Your opportunity to weigh in comes and is expected when we are workshopping a classmate’s piece. Each flash nonfiction piece you workshop will count toward 30% of your final grade.

### **Final Portfolio**

The final portfolio is an extension of the workshop drafting process, an opportunity for students to improve upon their initial grades received for their workshopped flashes, based on a rubric I have devised for assessing creative writing and on the responses generated during class workshops. Along with my marginalia and written critique, I will assign an initial grade for each workshopped piece of flash nonfiction. After every workshop, students will schedule a one-on-one conference with me to discuss their strategies for revision. At semester’s end, final, polished essays will be submitted in a professional portfolio for a potentially higher score, noting that each revision is worth 30% of your final grade. You may not submit a non-workshopped flash as part of your portfolio.

### **Attendance**

This isn’t a lecture course but a discussion forum, in which we’ll be working together to refine your creative writing skills and critique your work in progress. I expect you all to come to class and arrive on time. You must, as well, contribute to group discussions. Latecomers are a distraction to both me and the rest of the class. If you are more than five minutes late, you will receive a tardy. Two tardies equal one absence. If you miss more than two weeks of classes (four class sessions), you run the danger of failing the course. If you miss any in-class assignments or writing exercises, you may **not** make them up. It is, therefore, essential that you miss as few classes as possible in order to succeed in this course. If you are not present in class then you cannot possibly participate: absences will negatively affect your grade. If emergencies occur, see me with complete documentation. There is no guarantee that your absence will be excused. In short, use your absences wisely—better yet, simply come to class.

### **Classroom Etiquette and Civility**

I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including classist, sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). Be forewarned—some of the readings that we will discuss include this type of inflammatory language, and I ask that you discuss it as an adult. You each have a right to your own opinion; however, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

For the sake of all humanity, please turn off your cell phone before you enter the classroom. If you forget to turn off the phone and it rings, please do not answer it: simply turn it off. Do not text in class—I see it, and there will be ramifications. Also be sure to respect others' opinions, comments, and questions. I will do my best to create a comfortable, yet academic, atmosphere. This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of that premise.

Finally, as a member of the UNCP faculty, I am concerned about the wellbeing and development of our students, and am available to discuss any concerns. However, students should know that faculty members are legally obligated to share certain information with the university's Title IX coordinator—whether information arises in written forms or class discussion. This is to insure the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual discrimination and harassment, sexual assault, relational/domestic violence, and stalking. As a creative writing professor who may be assigning readings that trigger emotional responses, I encourage you to be as forthcoming as possible, but please know that if shared personal information makes me concerned for your safety or that of others, I am obligated to report it.

### **Academic Honesty**

On the whole, a creative writing workshop is not conducive to plagiarizing, but bear in mind, for this and all your courses, that plagiarism is using another person's words, ideas, data, or other work in one's own work and representing such work as one's own by failing to give clear and correct credit to the source of that work, whether intentionally or unintentionally. Students have the responsibility to know and observe the UNCP Academic Honor Code, which "forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type, and grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course." More information on the academic honor code can be found at [http://www.uncp.edu/sa/pol\\_pub/honor\\_code.htm](http://www.uncp.edu/sa/pol_pub/honor_code.htm).

### **Religious Holiday Policy Statement**

Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

### **ADA Access Statement**

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>.

### **Alternative Format Statement**

This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D.F. Lowry Building, 521-6695.

### **Course Schedule**

**\*Note:** This schedule is tentative. I may adjust assignments or due dates, depending on the needs of the class. Any changes will be announced in advance to give you adequate time to plan.

#### **Week 1: (Aug. 17-19)**

**R:** Review Syllabus / “Tell Us a Story”

#### **Week 2: (Aug. 22-26)**

**T:** *Field Guide to Writing Flash Nonfiction*: Intro, pgs. XIII-XXV / Zora Neale Hurston’s “How It Feels to Be Colored Me” (available online/linked on Blackboard: come to class prepared to discuss)

**R:** *Field Guide*: “On Miniatures”—pg. 1 / Selected Readings from *Brevity*

#### **Week 3: (Aug. 29—Sept. 2)**

**T:** *Field Guide*: “The Question of Where We Begin”—pg. 134 / Selected Readings from *Brevity*

**R:** *Field Guide*: “... On Finding [the] Decisive Moment”—pg. 8 / Selected Readings from *Brevity*

#### **Week 4: (Sept. 5-9)**

**T:** *Field Guide*: “On Carnival Lights, Compression, & Mice”—pg. 15 / *Brevity*

**R:** *Field Guide*: “Writing in Place”—pg. 22 / Selected Readings from *Brevity*

#### **Week 5: (Sept. 12-16)**

**T:** *Field Guide*: “Location, Location, Location”—pg. 82 / Selected Readings from *Brevity*

**R:** *Field Guide*: “On Beginnings and Endings”—pg. 151 / Selected Readings from *Brevity*

#### **Week 6: (Sept. 19-23)**

**T:** *Field Guide*: “Friendship, Intuition ... Detail”—pg. 28 / Selected Readings from *Brevity*

**R:** *Field Guide*: “Memory Triggers & Tropes”—pg. 33 / Selected Readings from *Brevity*

#### **Week 7: (Sept. 26-30)**

**T:** Workshop (x3) + *Field Guide*: “The Wound of the Photograph”—pg. 50

**R:** Workshop (x3) + Selected Readings from *Brevity*

#### **Week 8: (Oct. 3-7)**

**T:** Workshop (x3) + *Field Guide*: “Crafting Voice”—pg. 57

**R:** Workshop (x3) + Selected Readings from *Brevity*

**Week 9: (Oct. 10-14)**

**T:** Workshop (x3) + *Field Guide*: “Building a Frame ...”—pg. 126

**R:** FALL BREAK—NO CLASS

**Week 10: (Oct. 17-21)** \*Friday, October 21 = last day to drop with a W.

**T:** Workshop (x3) + *Field Guide*: “Writing Through Innocence & Experience”—pg. 70

**R:** Workshop (x3) + Selected Readings from *Brevity*

**Week 11: (Oct. 24-28)**

**T:** Workshop (x3) + “Walking, Gathering, Listening: Writing from the Green World”—pg. 164

**R:** Workshop (x3) + Selected Readings from *Brevity*

**Week 12: (Oct. 31—Nov. 4)**

**T:** Workshop (x3) + *Field Guide*: “All About You”—pg. 100

**R:** Workshop (x3) + Selected Readings from *Brevity*

**Week 13: (Nov. 7-11)**

**T:** Workshop (x3) + *Field Guide*: “Weaving Past, Present, & Future in Flash Nonfic”—pg. 105

**R:** Individual conferences in Dr. Pitchford’s office

**Week 14: (Nov. 14-18)**

**T:** Workshop (x3) + *Field Guide*: “Writing the Brief Contrary Essay”—pg. 157

**R:** Workshop (x3) + *Field Guide*: “The Sounds & Sense of Sentences”—pg. 76

**Week 15: (Nov. 21-25)**

**T:** Workshop (x3) + Selected Readings from *Brevity*

**R:** THANKSGIVING—NO CLASS

**Week 16: (Nov. 28—Dec. 2)**

**T:** In-class revision exercise: students bring in one workshopped essay for editing

**R:** Final Wrap-Up / Final Portfolios Due.

**Week 17: (Dec. 5-9) FINAL EXAM WEEK**

\*Your Final Portfolio is due at the beginning of class on **Thursday, Dec. 1**. You must include the original copies (the ones with my written comments) of your flashes, fully revised drafts of those pieces of nonfiction, and a note about your process. We will talk more in depth about the final portfolio as the semester draws to an end.



rhetorical knowledge of the creative nonfiction essay form; enhanced critical thinking skills; knowledge of nonfiction genre conventions, from sentence-level writing to tone and style; experience drafting workshop-ready longer-form essays

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

(1) 10-15 page polished creative nonfiction essay

2b. Estimated # of pages of FORMAL writing in course:   10-15  

2c. Describe the learning outcomes expected from the required formal writing:

completion of a successful, polished piece of longer-form creative nonfiction that engages feedback, criticism, and the use of appropriate source citation where necessary

3. What percentage of the course grade is determined by the INFORMAL writing assignments?  
  40%   by the FORMAL writing assignments?   30%  

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.

engaged, critical readings and class discussions from longer-form essays in *True Stories*, *Well Told* and book-length nonfiction works in their wide-ranging forms, including memoir from Tina Fey, narrative nonfiction from Cheryl Strayed, and literary journalism from Jon Krakauer; whole-class, instructor-led workshops; weekly writing prompts focusing on language, tone, and audience awareness; student-led presentations on creative nonfiction authors

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

peer workshops, group writing exercises, feedback through written critiques from classmates and the professor

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WE or WID course designation approved: \_\_\_\_\_  
QEP Committee Chair Date

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### ENG 3760: Writing Creative Nonfiction II

“In the end, creative nonfiction means true stories, well told.”—Lee Gutkind

**Instructor:** Dr. Jessica Pitchford  
**Office Hours:** Tues 1:30-2:00, 3:30-5:00; Wed 3:00-4:00; Thurs 1:30-2:00, 3:30-5:00; and by appointment  
**Office Location:** Dial 102  
**Email:** jessica.pitchford@uncp.edu

#### Course Description and Goals

This three-credit course will serve as an extension of previous creative nonfiction writing

workshops but will focus on the longer essay form. The class introduces participants to the art of the creative nonfiction essay in the traditional workshop setting—an intensive, belletristic study in the most popular genre of creative writing being published today. Founding Editor of *Creative Nonfiction Magazine* Lee Gutkind's *You Can't Make This Stuff Up* (Da Capo Press, 2012), will serve as our guide on the craft and history of the form. In preparation for writing their own creative nonfiction, students will also read and engage the class in discussions from the essays selected for publication in the Lee Gutkind edited anthology *True Stories, Well Told: From the First 20 Years of Creative Nonfiction Magazine* (In Fact Books, 2014). In addition, students will get to explore excerpts from book-length nonfiction works in their various and wide-ranging forms, including memoir from Tina Fey, narrative nonfiction from Cheryl Strayed, and literary journalism from Jon Krakauer. Other in-class activities include weekly writing exercises or mini-essays, as well as peer workshops. We will discuss all texts as writers as opposed to literary critics, paying special attention to craft and marketability, and how you might emulate techniques as you work toward establishing your own voice. Through a careful reading of the chosen works, you will gain a clearer sense of what makes successful creative nonfiction and use that knowledge to then write your own memorable, polished essays. Each student will be expected to write weekly short pieces and workshop one longer form essay, with the option of final publishing-ready revision to be submitted at the end of the semester. Workshop submissions combined with writing exercises, workshop critiques, class presentations, and reading quizzes will determine your final grade in the course. Students should expect to spend as much if not more time than we spend with in-class activities developing their writing craft outside of class.

### **Required Materials**

*You Can't Make This Stuff Up: The Complete Guide to Writing Creative Nonfiction from Memoir to Literary*

*Journalism to Everything in Between.* Lee Gutkind. Da Capo, 2012.

*True Stories, Well Told.* Eds. Lee Gutkind & Hattie Fletcher. InFact Books, 2014.

### **Course Requirements**

**Active Class Participation & Writing Exercises: 20%**

**Reading Quizzes: 10%**

Workshop Submission: 30%

**Critiques: 20%**

**Presentation: 20%**

### **Active Class Participation**

In order to accomplish course goals, students must attend class regularly and on time, read all assignments, complete each written assignment, and come prepared to discuss reading, viewing, and writing assignments together as a class. You should also expect to do reading and research outside of class, contributing what you've learned from particularly compelling pieces you've read or films you've seen. Be sure to bring the required materials to class, take notes, and offer your own opinions during class discussions. Make your voice heard. Everyone's writing will be better for it.

### **Writing Exercises/Mini-Essays**

Like any other artistic endeavor, so much of being a writer is about devoting yourself to regular practice of the form. To that end, each week you will be required to complete short, prompt-based writing assignments, both in and outside of class. All exercises will be turned in, and factoring in your attendance and active class participation, will count toward 20% of your final grade.

### **Reading Quizzes**

To ensure that you are keeping up with your assigned readings, I will begin most class periods with a short reading quiz, the combined scores of which (after throwing out your two lowest quiz scores) will count toward 10% of your final grade.

### **Workshop Submission**

For the workshop portion of this class, students will write and submit one polished essay—no more than 15 pages, no less than 10—which we will discuss together as a class. After the first couple of class sessions, I will pass around a workshop signup sheet; the week before your essay is to be workshopped, you are expected to email, as a .doc attachment (typed and double spaced in a standard font) your piece to all users in the class Blackboard site. Students will print out, read, mark, and comment on your pages, to include a typewritten overall critique, sharing our final analyses out loud the following week. Workshop protocol follows that workshoppees remain silent and take notes while their work is being critiqued. Your workshop submission, worth 30% of your final grade, will be determined by the effort put into the essay and the response by your peers to your work. At semester's end, you will also have the opportunity to submit a final, polished revision of your formal essay for a potentially higher score.

### **Essay Critiques**

On assigned workshop days, we will critique a maximum of 3 original essays per class. Students whose work is not being workshopped must write a one-page, single-spaced response (roughly 500 words) for each essay, in which you should commend the positive aspects and then spend the bulk of your response pointing out what might not be working as well and offer potential solutions. We will talk at length about the delicate nature of commenting on true stories, but always remember that our focus will be on the craft and not the individual—guarding one another's feelings to encourage honesty and forthrightness, but not curbing our responsibility to offer constructive criticism. You should make two copies of each response, one for the writers being workshopped and one for me. These will be handed in the day of workshop, no excuses about failed printers. **You may not email them to me after class.** If you miss turning in enough of these, know that it will negatively impact your grade; critiques account for 20% of your final grade.

### **Presentation**

To facilitate your learning, each of you will lead class discussion by analyzing an essay of your choosing from *True Stories, Well Told*. Your presentation should guide us through a craft-based discussion of the essay itself, but also provide information about the author. How have these representative samples from 20 years of the longest running magazine publishing creative nonfiction made an impact on the genre? What have its authors gone on to publish? Which type or style of creative nonfiction does your chosen essay represent, and what's the takeaway for our own writing? Each discussion leader should prepare a digital presentation to guide us through your thoughts. The success of your presentation (worth 20% of your final grade) will be determined on preparedness, organization, and depth of analysis.

### **Revision Opportunity**

Students may elect to revise their workshopped essay for a higher grade. The revision is optional, an opportunity I extend to those who want to improve upon the original grade received for their essay. We will discuss revision at greater length as the semester progresses.

### **Attendance**

I expect you all to come to class and arrive on time. Latecomers are a distraction to both me and the rest of the class. If you are more than five minutes late, you will receive a tardy. Two tardies equal one absence. If you miss more than two weeks of classes (four class sessions), you run the danger of

failing the course. If you miss any in-class assignments, quizzes, or writing exercises, you may **not** make them up. It is, therefore, essential that you miss as few classes as possible in order to succeed in this course. If you are not present in class then you cannot possibly participate: absences will negatively affect your grade. If emergencies or school-sanctioned activities occur, see me with complete documentation.

### **Classroom Etiquette and Civility**

I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including classist, sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). Be forewarned—some of the readings that we will discuss include this type of inflammatory language, and I ask that you discuss it as an adult. You each have a right to your own opinion; however, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. This is perhaps especially important when dealing with nonfiction, as you don't have the ability to hand off your bigotry to a fictional character. Also, turn off your cell phone before you enter the classroom. Do not text in class—I see it, and there will be ramifications. Be sure to respect others' opinions, comments, and questions. I will do my best to create a comfortable, yet academic atmosphere. This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate that.

### **Academic Honesty**

On the whole, a creative writing workshop is not conducive to plagiarizing, but bear in mind, for this and all your courses, that plagiarism is using another person's words, ideas, data, or other work in one's own work and representing such work as one's own by failing to give clear and correct credit to the source of that work, whether intentionally or unintentionally. Students have the responsibility to know and observe the UNCP Academic Honor Code, which "forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type, and grades in this course should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course." More information on the academic honor code can be found at [http://www.uncp.edu/sa/pol\\_pub/honor\\_code.htm](http://www.uncp.edu/sa/pol_pub/honor_code.htm).

### **Religious Holiday Policy Statement**

Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

### **ADA Statement**

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a

qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

### **Alternative Format Statement**

This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

### **Course Schedule\***

**\*Note:** This schedule is tentative. I may adjust assignments or due dates, depending on the needs of the class. Any changes will be announced in advance to give you adequate time to plan.

**Week 1: (Aug. 19)** Review Syllabus / Rachel Dolezal and the Misappropriation of CNF / *You Can't Make This Stuff Up* thru page 8

**Week 2: (Aug. 26)** *You Can't Make This Stuff Up* pgs. 9-43 / Greg Mortensen & Jon Krakauer

**Week 3: (Sept. 2)** *You Can't Make This Stuff Up* pgs. 44-98 / Tina Fey & Amy Poehler

**Week 4: (Sept. 9)** *You Can't Make This Stuff Up* pgs. 99-134 / "Rahab's Thread" (bring a highlighter)

**Week 5: (Sept. 16)** *You Can't Make This Stuff Up* pgs. 135-185 / *Wild*

**Week 6: (Sept. 23)** *You Can't Make This Stuff Up* pgs. 186-215 / Presentations (x3):

**Week 7: (Sept. 30)** *You Can't Make This Stuff Up* pgs. 216-235 / Presentations (x3):

**Week 8: (Oct. 7)** Presentations (x3):

**Week 9: (Oct. 14)** Presentations (x3):

**Week 10: (Oct. 21)** Workshop (x3):

**Week 11: (Oct. 28)** Workshop (x3):

**Week 12: (Nov. 4)** Workshop (x3):

**Week 13: (Nov. 11)** Workshop (x3):

**Week 14: (Nov. 18)** Workshop (x3):

**Week 15: (Nov. 25)** **NO CLASS—Thanksgiving Break**

**Week 16: (Dec. 2)** Presentations (x3) / Exploring Creative Nonfiction in other venues

## UNCP Writing-Intensive Program Course Proposal Form

Use this form to propose a Writing Enriched course or a Writing in the Discipline course for the QEP Writing Intensive Program. A Writing Enriched course is one that includes extensive and intensive instruction in writing. A Writing in the Discipline is a course that teaches students about the roles and uses of writing in their fields of study. Proposals must be accompanied by the UNCP Professional Development Application which is found on page three of the course proposal form.

**SSE 4000**

Methods Teaching Social Studies

\_\_\_\_\_  
Course Prefix/Number

\_\_\_\_\_  
Course title

Department Chair Approval\_\_\_\_\_

### Part One: Department Information

Catalog course description:

Materials and basic teaching strategies employed in teaching social studies. PREREQ: SSE 3000, 3650 and 30 hours in history and social sciences with a minimum QPA of 2.5. *Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.*

- Curriculum requirements this course meets [for purposes of department planning--check all that apply]:

Gen ED  Dept. Major  Dept. Minor  Writing Enriched (WE)  Writing in the Discipline (WID)

- Course Format:

Lecture  Lecture & Lab  Seminar  Practicum  Online  Other (please specify)\_\_\_\_\_

- Course Frequency:

Each term  Each year  Alternate years  Other (please specify) \_\_\_\_\_

### Part Two: Course Information

--> **Attach a copy of the proposed course syllabus.** Specify below how you would envision using the elements listed in your proposed Writing Enriched or Writing in the Discipline course.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

Lesson plans, reflections, teaching philosophy, assessments, assessment analysis, instructional materials

1b. Estimated # of pages of INFORMAL writing in course: 15

1c. Describe the learning outcomes expected from the required informal writing:

Students will practice writing lessons as preparation for their careers as teachers. They will reflect on the reading and draft a teaching philosophy in order to demonstrate their understanding of the role of social studies education. Students will create and analyze an assessment for the purpose of understanding the connection between assessment and classroom instruction. Student will create their own instructional materials for use in their own teaching

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

Historiography Essay, Final Unit Plan, Formal Assessment, assessment analysis, prezi presentation,

2b. Estimated # of pages of FORMAL writing in course: 80

2c. Describe the learning outcomes expected from the required formal writing:

Student will produce a historiography paper to demonstrate their content expertise. They will produce a final unit plan complete with instructional materials to demonstrate their ability to plan a complete instructional unit. They will generate an original assessment and analyze performance results to demonstrate the connection between instruction and assessment. They will create a Prezi presentation to demonstrate 21<sup>st</sup> century learning skills and the ability to manipulate technology.

3. What percentage of the course grade is determined by the INFORMAL writing assignments?

35% by the FORMAL writing assignments? 65%

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.

Students will learn through a cognitive apprenticeship approach, this is similar to Vygotsky's zone of proximal development where students will first have the work modeled for them, then work with instructor and peers; and produce final products independently. We start writing in the first week. Discipline-specific practices include: lesson plan writing, report writing, creating graphic organizers, creating digital presentation materials, and producing a teaching philosophy.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

Students receive feedback in class and via crocodoc in blackboard. They are encouraged to attend office hours for more in-depth feedback. About 40% of the class also operates on a workshop model where students are working together and with the instructor to revise their various writing materials.

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WE or WID course designation approved: \_\_\_\_\_

WI Committee Chair

Date

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University of North Carolina at Pembroke  
Department of History/Teacher Education Program  
Accredited by:  
National Council for Accreditation of Teacher Education (NCATE)  
North Carolina Department of Public Instruction (NCDPI)



### **SSE 4000: Methods Teaching Social Studies**

A. Fall Semester 2016, TR 5:15-6:30, Dial 217 (3 credits)

Dr. Serina A. Cinnamon

**Office:** Dial 207

<https://uncp.webex.com/meet/cinnamon>

**Office Hours:** TR 2-3, R 5-6:30

or by appointment

**Email:** serina.cinnamon@uncp.edu

**Phone:** 910.521.6441 (office);

618.713.4310 (cell- text messages only)

#### **COURSE DESCRIPTION:**

Materials and basic teaching strategies employed in teaching social studies. PREREQ: SSE 3000, 3650 and 30 hours in history and social sciences with a minimum QPA of 2.5. *Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.*

#### **UNCP TEACHER EDUCATION CONCEPTUAL FRAMEWORK:**

*Theme: Preparing professional educators who are committed, collaborative, and competent.*

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

#### **RELATIONSHIP OF COURSE TO THE CONCEPTUAL FRAMEWORK:**

This course is designed to promote collaboration and develop professional competencies during the internship process. Through shared reflections, peer discussion on successes and failures, and guided mentorship each intern will hone their skills and dispositions to engage in reflective teaching practices in alignment with the mission of public educators to prepare students for a twenty-first century world.

#### **TEACHER EDUCATION STANDARDS ADDRESSED BY SSE 3650:**

*North Carolina Professional Teaching Standards*

Standard I: Teachers demonstrate leadership.

- Teachers lead in their classrooms.

- Teachers lead in the teaching profession.
- Teachers demonstrate high ethical standards.

Standard II: Teachers establish a respectful environment for a diverse population of students.

- Teachers embrace diversity in the school community and in the world.
- Teachers adapt their teaching for the benefit of students with special needs.

Standard III: Teachers know the content they teach.

- Teachers align their instruction with the North Carolina Standard Course of Study [or the Common Core].
- Teachers know the content appropriate to their teaching specialty.
- Teachers recognize the interconnectedness of content areas/disciplines.
- Teachers make instruction relevant to students.

Standard IV: Teachers facilitate learning for their students.

- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem-solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

Standard V: Teachers reflect on their practice.

- Teachers analyze student learning.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment

North Carolina Board of Education's *Standards for Social Studies Teacher Candidates*:

1. Social studies teacher candidates know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.
2. Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.
3. Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.
4. Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

5. Teacher candidates who teach social studies know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

#### **COURSE GOALS AND OBJECTIVES:**

This course will provide Social Science teacher candidates opportunities to:

- 1) Select and integrate knowledge from the North Carolina State Standards, Common Core State Standards (CCSS), and other sources to design lessons (individual and unit) appropriate for high school classes and for varied school populations (i.e., special education, ESL, honors, etc.).
- 2) Develop a variety of instructional approaches (e.g., lecturing, Socratic seminars, text analysis, cooperative learning, etc.) appropriate for different learning needs.
- 3) Develop lesson plans aimed at engaging students in a variety of learning activities through the use of multiple media and various technology (e.g., songs, paintings, newspaper articles, etc.) that encourage active student participation in their own learning.
- 4) Demonstrate proficiency in the use of higher-order questioning, historical thinking methods, scaffolding student learning, and the effective use of primary sources in the classroom.
- 5) Create highly aligned assessments that are valid and reliable measures of student learning objectives.
- 6) Assess both the explicit and implicit priorities in the goals and purposes of social studies education.
- 7) Evaluate and implement the multiple dimensions of classroom-based instruction through working knowledge of professional best practices and appropriate learning theories for the social sciences.
- 8) Develop a personal philosophy about social studies education that includes your views on pedagogy, curriculum, and assessment.
- 9) Learn how to have fun in the classroom . . . and still make it educational.

#### Big Ideas:

1. Technology should be utilized in the 21st century social studies classroom for transformative, inquiry-based learning.
2. Assessments are a vital component of learning and instruction that should inform instruction and be highly aligned to student learning objectives.
3. The purpose of social studies education is to develop enlightened democratic citizens who critically engage their social world.
4. Building literacy in social studies education involves the development of historical thinking skills through the use of primary sources in inquiry-based education.

#### Essential Questions:

1. In what ways does technology impact student learning in the social studies classroom?
  - a. How can technology be more than just a tool?
  - b. What technologies are appropriate for the classroom (and when)?
2. What is the role of assessment and standards in social studies education?
  - a. How do standards impact classroom practices and assessments?
  - b. In what ways do assessments guide and/or define instruction?
  - c. To what extent are classroom assessments accurately and reliably measuring student learning outcomes?
3. What is the purpose of social studies education?

- a. How can history be used as a weapon?
- b. What is the role of social studies in a student’s education?
- 4. What does literacy in the social studies look like?
  - a. In what ways do historical thinking heuristics develop literacy?
  - b. What types of literacy ought to be developed for social studies?
  - c. What is the role of primary sources in the inquiry process?

Key Concepts:	Methods:	Teaching Strategies:
Big Ideas	Primary & Secondary Sources	Virtual Museum
Essential Questions	SOAPS/PROPP	Take-A-Stand
Curriculum Alignment	Historical Thinking Heuristics	Thought Museum
Standards	Media Literacy Questions	Carousel
Assessment	Highlighting Critical Features	Historicalthinkingmatters.org
Historical Thinking	GIS	Graphic Organizers
Professional Development	Creating Videos	Interactive Lecturing
Lesson Plan Development	Flipped Classroom	Four Square
Technology in the Classroom	Using Social Media	Jigsaw
Building Literacies	Detecting Bias	Independent Inquiry
Historiography	Scaffolding	Map-based Inquiry
Curriculum Development		
Scaffolding Learning		
Independent Inquiry		

**COURSE EXPECTATIONS:**

Students are expected to meet both in person and online via webinar as needed. Students are also expected to *independently* meet all deadlines and submission expectations as outlined herein.

**ATTENDANCE POLICY:**

Students are expected to exhibit the professional dispositions of the teaching profession. There are no unexcused absences. Any absences will negatively impact your grade. If you plan on missing more than 15% of the course for any reason, including University-sanctioned event absences, it is highly recommended that you take this course at another time.

**COURSE REQUIREMENTS:**

**1) Participation (individual, 15%):** This assessment includes class attendance, participation in class discussion, and experiential assignments (see course session outline and Blackboard newsfeeds for details). These assignments should be submitted at the end of class.

Assignments and class participation are graded in terms of four categories:

**Exceptional:** You have gone beyond what is expected; the work suggests considerable thought and effort and is of exceptionally high quality.

**Proficient:** You completed the assignment appropriately; this is a solid performance.

**Needs Improvement:** There are notable shortcomings in the assignment. The assignment has to be revised and resubmitted.

**Fail:** The work fails to address the intent of the assignment; work suggests a lack of effort and/or understanding. The assignment must be redone.

**Class attendance is required.** Absences will negatively affect your participation grade. If you miss a class for any reason you are expected to contact a class member or come to my office hours to go over materials covered in that class. *I will not field electronic inquiries about missing class.* It will also be your responsibility to find out if any additional materials were handed out during that class. Furthermore, if you have to miss three or more classes, I suggest that you take the course at another time. This class operates on a workshop model; missing more than two classes will seriously hinder your ability to obtain a passing grade in the class. Most importantly, I expect that you model the good dispositions of a professional; be the student you expect yours to be.

(NCPTS 1e, 2a, 3b, 4a, 4c, 4d, 4e, 4g, 4h, 5b, 5c )

- 2) **Historiography Essay (15%):** Craft an essay that identifies a historiographical argument from your selected unit topic. In this essay you will:
- identify a key historical debate regarding your unit topic
  - analyze the arguments historians that have made about this debate (eg., strengths & weaknesses of each argument, interpretation of the arguments, significance)
  - identify a big idea and an essential question that effectively captures this debate
  - 3-5 pages in length (minimum 1200 words) with scholarly references, Chicago/Turabian or APA style only
- 3) **Course Assignments (30% total):** Throughout the semester, various assignments will be required that will culminate in a final unit plan. These assignments are graded for quality and for completion and are expected to align in your final unit. **All assignments in this component must be completed in order to pass the course.**

***LATE POLICY:*** Any assignment not turned in on time will be result in a **zero**. You must still complete the assignment in order to pass the class.

**A) Teaching Philosophy (20 points):** Discuss your philosophy for teaching and learning with specific reference to what you believe are the overarching learning goals of social studies education, the social studies “camp” to which you think you align (*see* Evans, 2006), and the way in which your learning theory informs your instructions. This discussion should represent your beliefs about education and how these beliefs inform your instructional methods. A minimum of three references should be cited in your statement. This assignment is to be part 5 (Philosophy of Education) of your TCWS.  
(NCPTS 1d, 1e, 2a, 3c, 4g, 5b)

**B) Unit Plan Development and Outline (20 points):** Given a template, students will design a unit plan outline that will be revised throughout the semester and accompany the final unit plan. The outline includes:

- 1 or 2 Big Ideas for the unit (*see* Sampson 2010)
- Central Focus/ Unit Goals & Objectives (should directly align to final unit assessment)
- 2-4 Essential Questions for the unit (*see* Lattimer 2008)
- A brief description of each lesson and accompanying assessment
- Objective(s) for each lesson (should be (almost) identical to unit objectives)

(NCPTS 1e, 2a, 3b, 4a, 4c, 4d, 4e, 4g, 4h, 5b, 5c )

**C) Final Unit Assessment (20 points):** You will be expected to create an end of unit assessment that aligns with the skills and content taught in the unit. This assessment is expected to be valid and reliable in terms of measuring both skills and content taught in the unit. Students are also expected to think “beyond the bubble” wherein you will be expected to create original assessment pieces that grant students multiple means for demonstrating learning. Traditional formats of multiple choice and essay writing are not allowed. Options for assessments will be thoroughly discussed in class and resources will be provided.  
(NCPTS 1b, 1d, 2a, 2b, 2c, 2d, 3d, 4b, 4e, 4h, 5a, 5c)

**D) “Expose Us to the Arts” Lesson (25 points):** Create and demonstrate a lesson using the arts (e.g., painting, poetry, music) that could be used in a secondary Social Studies classroom that aligns with a big idea and essential question for your unit. This presentation will include background information on the particular work (eg. sourcing: where was art created? Who created the art? Any vital/relevant information about the artist & art piece), how it represents the time period (eg. contextualization: What is the relevance of this art? How does it facilitate understanding of the time period/topic being studied? What is the significance of this art to the time period?), and discuss the ways in which art does/not reflect/refract important historical phenomena (eg. corroboration: To what extent does this art reliably or accurately depict said historical events? Can the artist be trusted? What is the artist “bias”? Is the art more a reflection of what happened or the artist?).  
(NCPTS 3c, 3d, 4a, 4c, 4e, 5c; NCSS 1.1b, c; 2.5i)

**E) Historiography Lesson Plan (25 points):** This lesson is based on your historiography essay (see requirement 2) create a complete lesson plan that successfully teaches this historiographical debate as part of your unit. The requirements include:

1. Lesson Plan (25 points)
  - a) identify a Big Idea that effectively captures the historiography from your essay
  - b) use this Big Idea to construct an Essential Question(s) for a lesson on this topic;
  - c) select 3 primary sources to use in your lesson plan
  - d) create a lesson plan outline for teaching this historiography to students
  - e) create an accompanying worksheet/graphic organizer (GO) that will scaffold student learning.

(NCPTS 2d, 3a, 3b, 3d, 4b, 4e, 4h; NCSS 2.1 c, f)

**F) Primary Source Adapted Lesson (25 points):** Using existing curriculum from a tertiary source of your choosing (eg. docsteach, Newberry Library, Smithsonian, PBS, Library of Congress, etc), you will craft a lesson using a technology medium of your choosing (eg. educreations, pow toon, ivideo, etc). For this lesson, student assessment should be a product students create utilizing technology. These lessons are expected to scaffold student learning, engage students in higher order thinking, utilize historical thinking heuristics, and demonstrate use of primary sources as a means for critical engagement that align with a big idea and essential question. Lesson should include all the requirements of a lesson plan.

(NCPTS 1c, 2a, 2c, 2d, 3a, 3b, 3d, 4a, 4b, 4c, 4d, 4h, 5c; NCSS 1.2 a, d, e; 1.3 b, d, h; 1.4 e; 1.5 a, b; 1.6 b, e, g; 1.7 h; 1.8 b; 1.9 b, h; 1.10 b, c; 2.1 a, d; 2.2 n, o, r; 2.3 a, e; 2.4 g, j; 2.5 e, l)

**G) Integrated Literacy Lesson:** (25 points.): Develop a lesson along with accompanying lesson materials that specifically engages another branch of social studies (eg., economics, geography, political science). This lesson is expected to scaffold student learning, engage students in higher order thinking, and require them to examine an historical topic within the unit through a different disciplinary lens. For this lesson, student activity is to involve some kind of group activity or collaborative work. Lesson should include all the requirements of a lesson plan, along with a brief (1-2 paragraph) explanation of how you imagine this lesson successfully integrates the social studies and what forms of literacy students are developing.

(NCPTS 1a, 2d, 3b, 3c, 4c, 4e, 4f, 4h, 5b, 5c; NCSS 1.2 a, d, e; 1.3 b, d, h; 1.4 e; 1.5 a, b; 1.6 b, e, g; 1.7 h; 1.8 b; 1.9 b, h; 1.10 b, c; 2.1 a, d; 2.2 n, o, r; 2.3 a, e; 2.4 g, j; 2.5 e, l)

**H) Prezi Lecture** (25 points): Create a prezi presentation (prezi.com) that explores your unit topic with a *variety* of sources in a *non-linear* format that aligns with the unit's big idea(s) and essential question(s). You will be required to present your prezi as if you were presenting it to a secondary class with the smartboard; this includes any materials or worksheets you may require of students. Lecture style is expected to be interactive and include some kind of student participation (see Stacey, 2009). Lecture time is limited to 20 minutes (make sure you practice in advance of class!).

(NCPTS 3a, 3b, 3d, 4c, 4d, 4g, 5c; NCSS 1.2 a, d, e; 1.3 b, d, h; 1.4 e; 1.5 a, b; 1.6 b, e, g; 1.7 h; 1.8 b; 1.9 b, h; 1.10 b, c; 2.1 a, d; 2.2 n, o, r; 2.3 a, e; 2.4 g, j; 2.5 e, l)

*The lesson plan assignments are expected to be completed throughout the semester and will be individually treated as formative wherein students are expected to develop lessons around a single topic or theme that will cumulate in a fully developed unit plan by the end of the semester. The final unit plan in its entirety will be summative in assessment.*

**4) Final Unit Plan** (20%): Comprehensive presentation of a unit plan that align to big idea(s) and essential question(s), identifies skills and content taught, outlines a logical sequence of lessons that align to the *North Carolina Standard Course of Study*, engages students in higher order thinking, appropriately scaffolds student learning, and offers both formative and summative assessments. This unit plan is a final culmination of the individual lessons that have been created throughout the semester. Lessons should be in a logical sequence that clearly builds student knowledge and skills with increasing sophistication. Front matter of the unit plan shall include a discussion with the following components: explanation of teaching philosophy, connection between teaching philosophy and teaching methods, discussion of the skills and content students should master, prior knowledge/skills students should possess prior to this unit (ie. What should students already have learned before this unit), accommodations and modifications that attend to particular populations of students who may need additional support (eg. ESL, LD), and an explanation of the ways in which you scaffolded student learning. *Template will be provided.*

***Every lesson in the final unit is expected to contain the following elements:***

- ✓ **Aligned Big Idea, Essential Question, & Objective(s)**
- ✓ **Clearly identified content & skills within the objective(s)**
- ✓ **Standards (CCSS, NCSS)**
- ✓ **A narrative of the unit's purpose, central focus, relationship to the standards, and academic language for the lesson**
- ✓ **Materials and Resources being used (including web links, presentation materials, activity instructions or guidelines, rubrics, copies of primary sources utilized)**

- ✓ **Teaching Procedures**
  - ✓ **Evidence of scaffolding student learning in teaching procedures**
  - ✓ **Engagement of students in higher order thinking skills/historical thinking heuristics**
  - ✓ **Accommodations/Modifications for differentiated instruction (UDL Guidelines)**
  - ✓ **Student Work Activity (eg., worksheet, graphic organizer, project)**
  - ✓ **Assessment of learning that measures learning objective**
- (NCPTS 1a, 1d, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4c, 4e, 4g, 5a, 5b; NCSS 1.2 a, d, e; 1.3 b, d, h; 1.4 e; 1.5 a, b; 1.6 b, e, g; 1.7 h; 1.8 b; 1.9 b, h; 1.10 b, c; 2.1 a, d; 2.2 n, o, r; 2.3 a, e; 2.4 g, j; 2.5 e, i)

**5) Assessment Module (individual, 20%):** During the course of the semester, you will create two assessments (that will become part of your unit plan) that specifically attend to evaluating students' ability to engage in higher order thinking skills and using historical thinking heuristics (source, contextualize and corroborate). In these assessments you will evaluate students' abilities to 1) analyze primary source documents through sourcing, contextualizing, and corroborating; and 2) build & support arguments (cite evidence to support a claim) [PARTS 1 & 3]. You will then be expected to administer your assessment\* and analyze performance on the assessment as well as the assessment itself in order to inform future instruction [PARTS 2 & 4].

<b>Parts 1 &amp; 3 : Assessment Design</b>	<b>Parts 2 &amp; 4 : Assessment Evaluation</b>
<i>Assignment Requirements: create an original assessment and provide a narrative explanation of your assessment.</i>	<i>Assignment Requirements: administer assessment and provide a narrative discussion evaluating both student performance and next steps for instruction.</i>
<ol style="list-style-type: none"> <li>1) Identify specific unit objective(s) being assessed &amp; corresponding standard</li> <li>2) Provide evaluation criteria (rubric)</li> <li>3) identify the skills being assessed</li> <li>4) Provide a brief narrative summary of how learning being assessed</li> <li>5) Create an assessment that primarily focuses on assessing the specified skill(s).</li> </ol>	<ol style="list-style-type: none"> <li>1) Evaluate students assessments (eg. discuss student performance)               <ol style="list-style-type: none"> <li>a. Identify student successes and failures</li> <li>b. Offer specific evidence from student samples</li> <li>c. Submit two work samples with substantive feedback</li> <li>d. Analyze the validity and reliability of your assessment instrument</li> </ol> </li> <li>2) Discuss next steps for instruction               <ol style="list-style-type: none"> <li>a. Identify needed changes on instruction</li> <li>b. Discuss possible revisions to instrument itself</li> <li>c. Revise instrument</li> </ol> </li> </ol>

**Further details for this assignment will be provided in class.**

NCSS Membership (*recommended*): (\$40.00) Sign up online.  
<http://members.socialstudies.org/Scripts/4Disapi.dll/4DCGI/join/intro.html?Action=Join>

**EVALUATION, ASSESSMENT, AND GRADING POLICIES:**

**LATE POLICY:** Late assignments will not be accepted. Any assignment not turned in on time will be result in a **zero**. Extensions (with a loss of points) will be given only under unforeseen extenuating circumstances to be determined at the sole discretion of the instructor.

Grading Scale

93 to 100..... A	73 to 76..... C
90 to 92..... A-	70 to 72..... C-
87 to 89..... B+	67 to 69..... D+
83 to 86..... B	63 to 66..... D
80 to 82..... B-	60 to 62..... D-
77 to 79..... C+	0 to 59..... F

**B. Course Readings**

**Required Text:**

Lesh, B. A. (2011). *Why won't you just tell us the answer? Teaching historical thinking in grades 7-12*. Stenhouse Publishers.

*Suggested Texts:*

Loewen, J. (2010). *Teaching what really happened: How to avoid the tyranny of textbooks & get students excited about doing history*. New York: Teachers College Press.

Wineburg, S., Martin, D., & Monte-Sano, C. (2013). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. New York: Teachers College Press.

**Readings (available via PDF in Blackboard):**

Evans, R. (2006). The social studies wars, now and then. *Social Education*, 70(5), 317-321.

Ferrarini, T. H. (2013). The economics of government and the fall of Rome. *Social Education*, 77(2), 60-63.

Fisher, E. (2012). Teaching world history: One path through the forest. *Social Education*, 76(1), 10-13.

Garrett, H. J., & Schmeichel, M. (2012). Using *The Daily Show* to promote media literacy. *Social Education*, 76(4), 211-215.

Hammond, T. C., & Bodzin, A. M. (2009). Teaching *with* rather than *about* geographic information systems. *Social Education*, 73(3), 119-123.

Lattimer, H. (2008). Challenging History: Essential Questions in the Social Studies Classroom. *Social Education*, 72(6), 326-329.

Lindaman, D., & Ward, K. R. (2006). *History Lessons: How Textbooks from Around the World Portray American*. New York: The New Press.

Miller, G., & Toth, S. (2012). To dismantle an idle past: Using historiography to construct a digital learning environment. *The Social Studies*, 103(1), 1-8.

Raphael, R. (2004). *Founding myths: Stories that hide our patriotic past*. New York: The New Press.

Risinger, C. F. (2013). The globalization of economics and how it's changing domestic politics, international relations, and our lives. *Social Education*, 77(2), 107-108.

Saldana, C. T. (2012). The Challenge of world history. *Social Education*, 76(1), 14-16.

Sampson, M. (2010). Defining success with big ideas: A new teacher's growth and challenges. In S.G. Grant & J. M. Gradwell (Eds.), *Teaching history with big ideas: Cases of ambitious teachers*. Lanham: Rowman & Littlefield Publishers, Inc.

Schmidt, S.J. (2011). Who lives on the other side of that boundary: A model of geographic thinking. *Social Education*, 75(5), 250-255.

- Schug, M. (2007). Why Did the Colonists Fight When They Were Safe, Prosperous, and Free? *Social Education*, 71(2), 61-65.
- Share, J., Jolls, T., & Thoman, E. (2005). *Five key questions that can change the world: Classroom activities for media literacy*. Center for Media Literacy.
- Stacy, J. (2009). The guide on the stage: In defense of good lecturing in the history classroom. *Social Education*, 73(6), 275-278.
- Weinland, T. P. (2012). Planning the world history course: A reasoned approach to omission. *Social Education*, 76(1), 7-9.
- Wineberg, S., & Martin, D. (2009). Tampering with history: Adapting primary sources for struggling readers. *Social Education*, 73(5), 212-216.
- Wineburg, S. (2004, March). Crazy for history. *Journal of American History*, 90(4), 1401-1414.
- Wolla, S. (2013). Why didn't China discover the new world? *Social Education*, 77(2), 68-73.
- Zagora, V. M. (2011). An approach to integrating writing skills into the social studies classroom. *Social Education*, 75(1), 17-21.

### **C. Internet Resources for the Social Studies**

**National Council for the Social Studies** (NCSS) 10 Thematic Strands.

<http://www.socialstudies.org/standards/strands>

**Common Core State Standards** in pdf

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

Dr. Grant R. Miller's blog

<http://socialscienceeducation.blogspot.com/>

[Historical Thinking Matters Website](http://historicalthinkingmatters.org/)

<http://historicalthinkingmatters.org/>

[Stanford History Education Group](http://sheg.stanford.edu/)

<http://sheg.stanford.edu/>

[Library of Congress Website](http://www.loc.gov)

[www.loc.gov](http://www.loc.gov)

[National History Education Clearinghouse](http://teachinghistory.org/)

<http://teachinghistory.org/>

[Universal for Design Guidelines](http://www.udlcenter.org/aboutudl/udlguidelines/downloads)

<http://www.udlcenter.org/aboutudl/udlguidelines/downloads>

[Teaching Channel](https://www.teachingchannel.org/)

<https://www.teachingchannel.org/>

[Beyond the Bubble](https://beyondthebubble.stanford.edu/)

<https://beyondthebubble.stanford.edu/>

[Assessments](http://www.edudemic.com/summative-and-formative-assessments/)

<http://www.edudemic.com/summative-and-formative-assessments/>

[GIS for History](http://www.gisforhistory.org)

[www.gisforhistory.org](http://www.gisforhistory.org)

[Esri Story Maps](http://storymaps.arcgis.com/en/)

<http://storymaps.arcgis.com/en/>

Glossary of **Economic** Terms and Concepts. Available online at

<http://www.economicswisconsin.org/guide/glossary.htm> (retrieved August 21, 2008).

**D. Political Science** terms and concepts. Available online at

<http://www.infoplease.com/encyclopedia/1/polisci.html> (retrieved August 21, 2008).

*For Reference:*

Big History Project

<https://www.bighistoryproject.com/bhplive>

Newberry Library

<http://dcc.newberry.org/>

Smithsonian

<http://www.si.edu/Educators>

National Geographic

[http://education.nationalgeographic.com/education/?ar\\_a=1](http://education.nationalgeographic.com/education/?ar_a=1)

Edutopia

<http://www.edutopia.org/>

**Evolving Course Outline\***

Date	Topic	BI/EQ	Readings	Assignments Due
19-Aug	Course Introduction	3/3b		
23-Aug	Understanding Curriculum	3/3a	Lesh (intro & Ch. 1)	Teaching Philosophy
25-Aug	Big Ideas,	3/2c, 3	Lattimer, Sampson, Alleman et al	
30-Aug	Essential Questions, & Unit Objectives		Schug, Lindaman & Ward	Unit Topic w/Big Idea(s) & Essential Question(s)
1-Sep	Planning Instruction	ALL		Unit Objectives & Standards
8-Sep	Assessment	2/2a,c	Loewen (Ch. 2)	Unit Plan Outline
13-Sep				Unit Assessment (draft one)
15-Sep	Thinking Like an	4/3b, 4b	Lesh (Ch. 2)	Assessment Module (AM), Part 1
20-Sep	Historian		Lesh (Ch. 3)	
22-Sep	Historiography	3, 4/3a, 4	Loewen (Ch. 3)	
27-Sep			Lesh (Ch. 6)	
29-Sep	Doing History			AM, Part 2
4-Oct	Reading like an Historian		Lesh (Ch. 4)	
6-Oct	"Tampering" with sources			Primary Source lesson plan
11-Oct	Differentiating Instruction	1/1a	UDL Guidelines	
13-Oct	<b>NO CLASS</b>	----- -	<b>FALL BREAK</b>	
18-Oct	Expose Us to the Arts		Presentations (G)	Historiography Essay
20-Oct	Expose Us to the Arts		Presentations (UG)	Arts Lesson Plan
25-Oct	Media Literacy	1, 4/1a, 4b	Share et al	Historiography lesson plan
27-Oct	Geography	1, 4/1ab, 4ab	Hammond & Bodzin	AM, Part 3
1-Nov			Schmidt	
3-Nov	Economics	3, 4/3a, 4b	Risinger	Integrated literacy lesson plan
8-Nov			Ferarini	

10-Nov	Government	3, 4/	Lesh, Chs. 7 & 8	AM, Part 4
15-Nov		3a, 4bc		Revised Unit Plan Outline
17-Nov	World History	ALL	Saldana, Weinland	Revised Unit Assessment
22-Nov			Fisher	Revised teaching philosophy
24-Nov	NO CLASS	----- --	THANKSGIVING	
29-Nov			Stacy	
1-Dec			Lesh, Chs. 9 & 10	Final Unit Plans including final draft of teaching philosophy
-Dec	Prezi Presentations		FINAL EXAM DAY	Prezi mini-lecture

***\*Assignment deadlines posted herein are fixed. Topic pacing and readings are subject to change contingent upon the pacing of the class.***

**Please Note:** To better meet the constructivist needs of this course, this syllabus is subject to changes. If any changes are made to course readings or assignments, you will be notified as soon as possible.

### **Religious Holiday Policy Statement**

The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

### **ADA Statement**

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

### **Absences for University-Sanctioned Events**

If a student is representing the University in an official capacity (e.g., academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

### **Academic Honor Code**

Students are expected to adhere to the tenets of the university policies regarding academic honesty. Plagiarism in any form will not be tolerated.

**The Resource Learning Lab** in the Academic Support Center offers 1) computer based, self-paced tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available to all students; contact mark.hunt@uncp.edu or 910-775-4393.

**Striving Toward Academic Recovery:** The STAR program in the Academic Support Center is intended for students who are returning from an academic and/or financial aid suspension, assisting them to get back on track academically so that they can be successful at UNCP; contact courtney.walters@uncp.edu or 910-775-4408.

**TRIO programs:** This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and B; contact trioprograms@uncp.edu or 910-521-6242.

**Transfer Transition Office:** The Transfer Transition Office, located in Jacobs Hall Suite H, provides student support services and academic resources for students transferring from community colleges and other institutions of higher education to the campus of UNC Pembroke; contact transfer.transition@uncp.edu or 910-521-6269.

**Tutoring:** The tutoring program of the Academic Support Center helps students achieve their academic goals by offering group or individual tutoring in all General Education and many upper-level courses. Students can sign up at [www.uncp.edu/asc/study/tutoring\\_request.html](http://www.uncp.edu/asc/study/tutoring_request.html) or contact jennifer.mcneill@uncp.edu or 910-775-4311.

**The University Writing Center** The University Writing Center, located in D.F. Lowry 308 and available online at [www.uncp.edu/writing](http://www.uncp.edu/writing), is a peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process, from brainstorming ideas to drafting, revising, and editing.

PLS 4510

### UNCP Writing-Intensive Program Course Proposal Form

Use this form to propose a Writing Enriched course or a Writing in the Discipline course for the QEP Writing Intensive Program. A Writing Enriched course is one that includes extensive and intensive instruction in writing. A Writing in the Discipline is a course that teaches students about the roles and uses of writing in their fields of study. Proposals must be accompanied by the UNCP Professional Development Application which is found on page three of the course proposal form.

PLS 4510

American Foreign Policy

\_\_\_\_\_  
Course Prefix/Number

\_\_\_\_\_  
Course title

Department Chair Approval\_ Given on hard copy

#### Part One: Department Information

Catalog course description:

This course examines how United States foreign policy is both created and conducted. It characterizes American foreign policy in general, looks at how government institutions act and interact with one another on foreign policy issues, and discusses the position of the United States in world politics. The roles and interrelations of the executive, Congress, the departments of state and defense, the intelligence community, the media, and public opinion are areas that may be covered. PREREQ: PLS 1000 or 1010.

- Curriculum requirements this course meets [for purposes of department planning--check all that apply]:

\_\_\_ Gen ED  X  Dept. Major \_\_\_ Dept. Minor \_\_\_ Writing Enriched (WE) \_\_\_ Writing in the Discipline (WID)

- Course Format:

X  Lecture \_\_\_ Lecture & Lab \_\_\_ Seminar \_\_\_ Practicum \_\_\_ Online \_\_\_ Other (please specify) \_\_\_\_\_

- Course Frequency:

\_\_\_ Each term \_\_\_ Each year  X  Alternate years \_\_\_ Other (please specify)  
\_\_\_\_\_

## Part Two: Course Information

--> **Attach a copy of the proposed course syllabus.** Specify below how you would envision using the elements listed in your proposed Writing Enriched or Writing in the Discipline course.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

I will utilize informal, low stakes writing in the form of a journal for the course to track American foreign policy decisions during this new administration.

1b. Estimated # of pages of INFORMAL writing in course: 15-20

1c. Describe the learning outcomes expected from the required informal writing:

Development of critical thinking; learning to analyze policy and determine the positives and negatives of each; understanding that policy is not made in a vacuum.

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

Two full-essay exams and four complete writing assignments of 5-7 pages each.

2b. Estimated # of pages of FORMAL writing in course: 25-30

2c. Describe the learning outcomes expected from the required formal writing:

Development of critical thinking; learning how and why foreign policy decisions are made; utilizing case studies to theorize about foreign policy trends.

3. What percentage of the course grade is determined by the INFORMAL writing assignments? 13 by the FORMAL writing assignments? 71

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.

I will provide rubrics in the syllabus related to my expectations for writing assignments, combined with discussion in class. Political science tends to be theory based. We will cover many of the basic foreign policy theories and discuss how those apply to writing.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

Open office hours; scheduled office hours for each student to discuss their progress; informal peer review, particularly of low-stakes writing, to help them prepare for higher-stakes writing. Mandatory completion of first assignment for draft evaluation and peer review. Each student will be randomly assigned a partner to work with in this regard.

For Office Use Only

WE or WID course designation approved: \_\_\_\_\_

WI Committee Chair

Date

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**UNCP Professional Development Application  
QEP Writing Intensive Program**

In order to teach Writing Intensive (WI) courses at UNCP faculty must actively participate in faculty development workshops that will help you to integrate writing pedagogy into their courses. Full-time faculty or part-time faculty may apply. You will be compensated for your work in this program through a stipend.

You must be able to attend up to ten hours of faculty development activities and integrate writing in your course design using a course template. You must also have the approval of your department chair in order to participate.

**Applications should be submitted AS SOON AS POSSIBLE.**

Name: Kevin Freeman

Department: Political Science and Public Administration

UNCP phone extension: 6447

E-mail address: kevin.freeman@uncp.edu

**Please explain briefly why you want to be a part of the WI workshops. If you have had past experience with intensive writing programs please discuss. (Feel free to attach additional pages if necessary).**

**Applicant's Signature** \_\_\_\_\_

**Department Chair's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Send to        Polina Chemishanova  
                  Dial Humanities 239-A**

**PLS 4510-01 WE: Formulation and Conduct of American Foreign Policy (3 credit hours)  
Fall 2017—TBA**

**Instructor:** Dr. Kevin S. Freeman  
**Office:** Oxendine 1309  
**Phone:** 521-6447

**Class Hours:** TBA  
**Office Hours:** TBA  
**Email:** kevin.freeman@uncp.edu

**Course Description:** This course is designed to examine how United States foreign policy is both created and conducted. This will be done by characterizing American foreign policy in general, by looking at how government institutions act and interact with one another concerning foreign policy issues, and by discussing the position of (some would argue diminishing) power that the United States holds in world politics. In doing this, we can get a good idea as to how effective American policy actually is. We will discuss the key players in the process, both domestic and foreign, and what general American trends and responses have been.

The format for class meetings will consist of lectures and extensive opportunities for discussion and debate. The instructor will make every effort to relate course concepts to the developments taking place in current events.

**Course Objectives:**

1. To examine the roles that American institutions play in formulating foreign policy
2. To examine the roles that American institutions play in conducting foreign policy
3. To see how institutions interact with one another in the foreign policy process
4. To analyze both long-term and short-term keys to success in American Foreign Policy.
5. To analyze critically the effectiveness and success, or lack thereof, of American foreign policy decisions

**Text:** There are two required texts for this course: *U.S. Foreign Policy: The Paradox of World Power (4<sup>th</sup> Ed.)* by Steven W. Hook and the *Great Decisions 2017* annual. There is a Kindle Edition available of the latter book. It is also important that the student keep up with current events related to and associated with American foreign policy around the world. Thus keeping up with current political events via newspapers, magazines and/or television is a necessity. I recommend subscribing to *The Economist*, but it is not required. I reserve the right to assign additional readings as necessary. This course will be much more enjoyable (and informative) for both you and your instructor if you are prepared for class discussion.

**Attendance:** Attendance is expected in this class. It will be very difficult to make a decent grade in this class without regular attendance--many of the test questions will be directly from lecture material and may not necessarily be found in your text.

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences

during the first week of each semester. Prior written documentation must be provided for each excused absence.

**Religious Holiday Policy:** The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.  
from class or other scheduled academic activity because of religious observances.

**Tardiness:** Do not make it a habit of arriving into my class late. While it happens to everyone on occasion, systematic tardiness is unprofessional and, frankly, disrespectful. I will give clicker questions at the very beginning of most classes—tardy students will lose participation points as a result.

**Classroom Etiquette:** While as a whole I have minimal in-classroom requirements, I do expect some degree of respect to be shown in the classroom environment. This includes having your cell phone OFF or on VIBRATE when in class, not bringing your breakfast or lunch into class, not studying for another test while in my class, and not talking when others are. Systematic violations of this can result in a reduction of grade and/or a dismissal from the classroom. This is a university-level class, and you will be treated as adults. As such, you will be expected to act like adults.

**Laptops:** Laptops are allowed and encouraged in this class. However, I expect you to use them for class-related activities as opposed to checking your Facebook page or tweeting about how cool an instructor I am.

**Office Visits:** You are more than welcome to meet with me at any time that is mutually convenient. My office hours are listed at the top of this syllabus. If these times are not convenient to you, we can easily arrange some other time. Do not assume that office visits are only to address problems you might be having in class. I'm happy to talk about whatever you like, including any difficulties you may be having in class.

**ADA Statement:** Federal laws require UNCP to accommodate students with documented

learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

**Academic Resource Mentoring** in the Academic Support Center supports the UNV 1100 course and provides mentoring to any student, addressing their unique academic concerns to guide them in achieving their personal academic goals; contact [jennifer.bruner@uncp.edu](mailto:jennifer.bruner@uncp.edu) or 910-775-4391.

**The Resource Learning Lab** in the Academic Support Center offers 1) computer based, self-paced tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available to all students; contact [mark.hunt@uncp.edu](mailto:mark.hunt@uncp.edu) or 910-775-4393.

**Striving Toward Academic Recovery:** The STAR program in the Academic Support Center is intended for students who are returning from an academic and/or financial aid suspension, assisting them to get back on track academically so that they can be successful at UNCP; contact [courtney.walters@uncp.edu](mailto:courtney.walters@uncp.edu) or 910-775-4408.

**TRIO programs:** This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and B; contact [trioprograms@uncp.edu](mailto:trioprograms@uncp.edu) or 910-521-6242.

**Transfer Transition Office:** The Transfer Transition Office, located in Jacobs Hall Suite H, provides student support services and academic resources for students transferring from community colleges and other institutions of higher education to the campus of UNC Pembroke; contact [transfer.transition@uncp.edu](mailto:transfer.transition@uncp.edu) or 910-521-6269.

**The University Writing Center** The University Writing Center, located in D.F. Lowry 308 and available online at [www.uncp.edu/writing](http://www.uncp.edu/writing), is a peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process, from brainstorming ideas to drafting, revising, and editing.

**Grading:** There will be two tests—one midterm and one final exam—during the semester. The tests will consist entirely of essays. The final exam will NOT be comprehensive. You also will be given five multiple-choice quizzes scattered throughout the semester. Of these, I will drop your lowest grade. Third, you will have four writing assignments that address particular foreign policy issues we discuss in class. I will drop your lowest paper grade as well of the final three—your first paper is required and will be subject to a first draft and peer review. Finally, you will be responsible for maintaining and updating a weekly journal expressing your interest and analysis in current American foreign policy issues. This must be turned in once per week (every Monday) and should be a minimum of 300 words per week. Failure to turn in the journal on time will result in a grade of zero for that week.

Midterm .....	100 points
Final Exam.....	100 points
4 Multiple Choice Quizzes (25 points each).....	100 points
3 Writing Assignments (75 points each).....	225 points
Journal entries (5 points per week).....	75 points
<b>TOTAL .....</b>	<b>600 points</b>

**Grading Scale:** 558-600=A; 540-557=A-; 522-539=B+; 498-521=B; 480-497=B-; 462-479=C+; 438-461=C; 420-437=C-; 402-419=D+; 378-401=D; 360-377=D-; < 360=F

**Extra Credit:** I do give opportunities for extra credit throughout the semester. However, these opportunities are planned and given by me. Please do not ask for extra credit outside of what I offer to the course as a whole. I may also offer other opportunities as they present themselves.

• <b>Date</b>	• <b>Event</b>	• <b>Extra Credit Points</b>
Various	PLS movie nights	5 per (3 MAX)

**Make-up Policy:** All graded assignment dates are clearly indicated on this syllabus. If these dates do not fit into your schedule, you should consider dropping this course or taking a different section. **As such, no make-up exams will be given except in cases of serious, documented emergencies or official university-sanctioned events.** The documentation must have contact information that allows me to call and verify your story. Vacations, birthdays, oversleeping, eye doctor appointments, and/or hangovers do not qualify as emergencies. Note that what qualifies as a valid excuse is at the discretion of the instructor.

**Academic Dishonesty:** Academic dishonesty of any variety will not be tolerated. Academic dishonesty includes but is not limited to, cheating on an exam, unauthorized collaboration on an assignment, and plagiarism. Any instance coming to the attention of the instructor will result in the assignment of an “F” grade for the course, and notification of appropriate Deans. In order to ensure that you understand what constitutes plagiarism and academic dishonesty, please read the complete description of the UNCP policy on academic dishonesty, which is available in the student handbook and online at <http://www.uncp.edu/studentconduct/honor/>.

**Disclaimer:** We all know how boring long, droning lectures can be. Teachers can learn a few things from class discussion, too. But above all, I want this class to be both FUN and INTERESTING for all of us!

**It is your responsibility to keep up with when assignments are due and when tests and quizzes might be given. Just because I don’t announce a test or quiz ahead of time does not mean that I am going to push it back. To be safe, check your syllabus regularly.**

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>
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	Introduction and Syllabus Discussion	---
	The United States in a Turbulent World	Ch 1
	Film and Discussion #1: Russia's Foreign Policy	---
	American Political Culture	Lectures
	American Foreign Policy: A Historical Context	Ch 2
	The Dynamics of Decision-Making	Ch 3
	Film and Discussion #2: Privacy in a Digital World	---
	Actors: The President	Ch 4
	Actors: Congress	Ch 5
	Actors: The Bureaucracy	Ch 6
	Film and Discussion #3: The Promise of Africa	---
	Actors: The Public	Ch 7
	<b>Midterm Examination</b>	---
	Actors: The Media	Ch 8
	Actors: The Military and Intelligence Community	Lectures
	Actors: Interest Groups and Social Movements	Ch 9
	Film and Discussion #4: Human Trafficking	---
	National Security and Defense Policy	Ch 10
	Economic Statecraft	Ch 11
	Transnational Policy Problems	Ch 12
	Class Conclusions and Discussion	---

- Here are the dates for the assigned quizzes. They will be given at the end of class and should take no longer than 10 minutes each. They will consist of 20 multiple-choice questions each.

**September 9    October 5    October 21    November 9    November 23**

The four writing assignments will be handed out on the days listed below. You will have three weeks to work on each assignment. Paper guidelines are listed and discussed in the next pages.

- Paper 1: Russian Foreign Policy—August 26 (Due Sept 9)**  
**Paper 2: Privacy in a Digital World—September 18 (Due Oct 2)**  
**Paper 3: The Promise of Africa—October 9 (Due Oct 23)**  
**Paper 4: Human Trafficking—November 6 (Due Nov 23)**

### Important Dates

**August 25: Last Day to Add/Drop without Penalty**  
**August 31: Syllabus Quiz Due**  
**Oct 19-23: Advising Week**  
**Oct 25: Last Day to Withdraw**  
**Dec 7: Final Exam (10:45 am)**

## Paper Guidelines

As mentioned earlier, there will be four short writing assignments given to you at various points during the semester. Of these four, only your three highest graded will count towards your final semester grade. Each of these papers should be approximately 5-7 pages (about 1500-2000 words), NOT including bibliographies, footnotes, graphs, or any other supplemental materials. Each of these papers counts 75 points.

Late submissions of any of these paper components will be docked **TEN POINTS PER DAY** that they are late, beginning with when I begin lecturing for that day. In other words, if I have begun class on September 9th, and you come in late that day with your paper, it counts as being late. There will be no exceptions to this—if you are worried, turn it in early.

The topic of each paper will be given to you on the day it is handed out to you. It will be partially subjective, partially objective, but should be firmly based in political theory and facts regardless, and will be tied to a film and discussion that we have on that day.

**Composition:** Papers are to be typed, double-spaced, and with 1" margins all around. You must use either Arial or Times New Roman font, 12 point. A separate title page is not necessary. Your pages must also be numbered. Failure to abide by these rules will result in a 10-point deduction.

**Citations:** As this is a research paper, I expect you to use citations in your work. To avoid plagiarism, do not paraphrase or cite passages from published works or ideas of people other than yourself without giving full credit to them. When quoting verbatim, use quotation marks and cite the exact page number. If an instance comes up where you are unsure whether or not you should cite, play it safe and cite.

There are three separate ways to cite, and I am not particular of which one you use so long as you are consistent and follow one of the accepted manuals of style. You can use formal footnotes, which appear at the bottom of each page; you can use formal footnotes but put all of them at the end of the paper; or you can parenthetical citations. If you are unsure about proper citations or do not know what a manual of style is, I would advise seeing me or the Writing Center immediately. In all cases, a formal bibliography is required at the end of your paper.

Failure to cite properly can result in penalties ranging from ten points to an automatic zero, depending on the severity of the violation.

### Rubrics

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

### The Superior Paper (A/A-)

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

### **The Good Paper (B+/B)**

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

### **The Borderline Paper (B-/C+)**

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

**Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

### The "Needs Help" Paper (C/C-)

**Thesis:** Difficult to identify at all, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

### The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

## ENG 2100

Note: For ENG 2100 syllabus, see separate pdf file that was disseminated along with agenda via email from Shared Mailbox – Faculty Senate

### UNCP Writing-Intensive Program Course Proposal Form

Use this form to propose a Writing Enriched course or a Writing in the Discipline course for the QEP Writing Intensive Program. A Writing Enriched course is one that includes extensive and intensive instruction in writing. A Writing in the Discipline is a course that teaches students about the roles and uses of writing in their fields of study. Proposals must be accompanied by the UNCP Professional Development Application which is found on page three of the course proposal form.

ENG 2100  
Course Prefix/Number

African American Literature  
Course title

Department Chair Approval: \_\_\_\_\_

#### Part One: Department Information

Catalog course description: A survey of African American literature, introducing students to genres, trends, and major periods of African American literature, ranging from 18th- and 19th-century autobiographies and narratives to 20th century works. Authors may include Douglass, Morrison, Wright, and Toomer. PREREQ: "C" grade or better in ENG 1050.

- Curriculum requirements this course meets [for purposes of department planning--check all that apply]:

X Gen ED X Dept. Major X Dept. Minor (Proposed) Writing Enriched (WE) \_\_\_ Writing in the Discipline (WID)

- Course Format:

X Lecture \_\_\_ Lecture & Lab \_\_\_ Seminar \_\_\_ Practicum \_\_\_ Online \_\_\_ Other (please specify) \_\_\_\_\_

- Course Frequency:

X Each term \_\_\_ Each year \_\_\_ Alternate years X Other: Summer sessions

## Part Two: Course Information

--> **Attach a copy of the proposed course syllabus.** Specify below how you would envision using the elements listed in your proposed Writing Enriched or Writing in the Discipline course.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

- Freewrites to Quotations (F2Q): 15 percent
- Peer Review: 15 percent

1b. Estimated # of pages of INFORMAL writing in course: 30 pages

1c. Describe the learning outcomes expected from the required informal writing:

A.1.3, A.1.4, A.1.5, A.2.1, B.1.1, B.1.4, B.2.1, C.1.1, C.1.2, C.1.3, C.2.1, C.2.2, C.2.3, C.2.4

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

- Scholarly Critical Response: 10 percent
- Reader's Guide: 37.5 percent
- Reflective Final Exam: 7.5 percent

2b. Estimated # of pages of FORMAL writing in course: 15 pages

2c. Describe the learning outcomes expected from the required formal writing:

A.1.1, A.1.2, A.1.3, A.1.4, A.1.5, A.2.1, B.1.1, B.1.2, B.1.3, B.1.4, B.1.5, B.2.1, B.2.2, C.1.1, C.1.2, C.1.3, C.2.1, C.2.2, C.2.3, C.2.4, D.1.1, D.1.2, D.1.3, D.2.1, D.2.2, E.1, E.2, E.3

3. What percentage of the course grade is determined by the INFORMAL writing assignments: 30 percent by the FORMAL writing assignments? 55 percent

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included. Through in-class writing, lecture, writing and reading workshop, peer review, and instructor commentary and progress reports

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

Writing workshops, peer review, and instructor commentary and progress reports

For Office Use Only

WE or WID course designation approved: \_\_\_\_\_  
QEP Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

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**UNCP Professional Development Application  
QEP Writing Intensive Program**

In order to teach Writing Intensive (WI) courses at UNCP faculty must actively participate in faculty development workshops that will help you to integrate writing pedagogy into their courses. Full-time faculty or part-time faculty may apply. You will be compensated for your work in this program through a stipend.

You must be able to attend up to ten hours of faculty development activities and integrate writing in your course design using a course template. You must also have the approval of your department chair in order to participate.

**Applications should be submitted AS SOON AS POSSIBLE.**

Name: Scott Hicks

Department: English, Theatre & Foreign Languages

UNCP phone extension: 4032

E-mail address: scott.hicks@uncp.edu

**Please explain briefly why you want to be a part of the WI workshops. If you have had past experience with intensive writing programs please discuss. (Feel free to attach additional pages if necessary).**

I have already completed the WI workshop series and teach AIS/ENG 2410 as a WE course.

**Applicant's Signature** \_\_\_\_\_

**Department Chair's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Send to        Elizabeth Normandy  
                  Office of Academic Affairs  
                  442 Lumbee Hall**

[Return to Agenda](#)

## Appendix C

### Proposal from Enrollment Management Subcommittee

**Proposal for revision of the Academic Standing policy, brought to EMS by the Office of the Registrar, the Office of Financial Aid, and the Center for Student Success.**

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**Derek Oxendine, Director of the Center for Student Success, offers the following rationale for the proposed changes:**

1. The proposed policy is stricter than the current policy.
2. The proposed policy allows for two probation semesters instead of one.
  - a. Allows more time for students to improve their academic performance.
  - b. If a student doesn't improve after the first probation semester, he/she will most likely not meet eligibility requirements for financial aid and will need to submit a financial aid suspension appeal.
3. The proposed policy requires students (probation and returning from a suspension) to participate in the services provided by the Center for Student Success. Non-participation will result in Academic Dismissal. Currently, there are no consequences if students do not participate.
4. The proposed policy requires a student who is suspended based on academic performance to serve their one semester suspension before being eligible to appeal. (In the revised policy, there is no appeal processes prior to serving suspension.) Currently, students can appeal at any time.
5. After serving a suspension, the proposed policy would require students to appeal before applying for readmission. The student would have to receive approval from the Suspension Appeals committee to readmit. This would prevent students from returning who mathematically will never be able to graduate from UNCP.
6. The proposed policy replaces the one-year and three-year suspension with a two-year academic dismissal.
7. The proposed policy allows for flexible deadlines each semester for appeals instead of being mandated.

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### **REVISIONS TO THE UNDERGRADUATE GRADING AN ACADEMIC ELIGIBILITY SECTION OF THE ACADEMIC CATALOG**

#### **Academic Standing**

A student's academic standing during any term is determined by the cumulative grade point average (GPA) earned on the total quality hours. To be in good standing, a cumulative GPA of 2.0 and a 67% or greater earned-to-attempted pass rate must be maintained. Individuals with less than a cumulative 2.0 GPA are placed on either probation or suspension. Individuals with less than a 67% earned-to-attempted pass rate are placed on progress warning.

Students are advised of their academic status at the end of every regular semester via email, Braveweb, and mail sent to their address on record. It is the student's responsibility to know his or her academic standing status and to ensure that an accurate mailing address is on file with the Registrar.

## Progress Warning

A student is placed on Progress Warning when his or her pass rate falls below 67% but the cumulative GPA is 2.0 or higher. The pass rate is calculated by dividing the number of earned hours by the number of hours attempted at UNCP. Students on Progress Warning are not in good standing and will be advised of their status each semester until their pass rate reaches 67%.

## Academic Probation

~~Continuing Students:~~ A ~~continuing~~ student is placed on Academic Probation when his/her cumulative GPA falls below 2.0. Students on academic probation are eligible to attend the University ~~while carrying a cumulative grade point average below 2.0~~ under specified provisions but are not in good standing.

Students on probation have two semesters to improve their academic performance. . If a student takes a leave of absence after one semester of probation, he or she would still be under probation for one semester when returning. Enrollment for the probationary semesters will be limited to a maximum of 13 semester hours, and students must participate in the services for probationary students offered through the Center for Student Success (CSS). This is a mandatory requirement. Failure to participate in CSS services will result in immediate Academic Dismissal at the end of the semester. Students should refer to the CSS website for more information on these services.

By the end of the ~~second~~ probationary semester, students must achieve one of the following:

1. Raise the cumulative GPA to a minimum of 2.0, or
2. Earn a minimum GPA of 2.3 ~~on at least 12 semester hours, excluding FRS 1000 and PE activity courses,~~ for the ~~second~~ probationary ~~term~~ semester.

Failure to meet one of the conditions above will result in a ~~mandatory~~ suspension from UNCP for one semester. Refer to the section on Academic Suspension for more information.

To return to good standing, a student must have a cumulative GPA of 2.0 or better. A probationary student who has earned a semester GPA of 2.3 but who has not achieved a cumulative GPA of 2.0 is continued on probation.

~~First Semester Freshmen and First Semester Transfer Students:~~ In addition to the requirements above, ~~first-semester freshmen and first-semester transfer students who earn between 1.5 and 1.99 at the end of their first semester are placed on probation for one term and must participate in the Academic Support Center's program for probation students. First-semester freshmen and first-semester transfer students who earn below a 1.5 at the end of their first semester are placed on probation for one term and must participate in the Academic Support Center's program for suspended students. Such programs may include a required course. Failure to participate in the appropriate support program will result in a hold being placed on the student's record. Additionally, these students must earn a minimum GPA of 2.3 or achieve good academic standing status at the end of the second term. Failure to meet one of these grade criteria will result in a one-semester suspension.~~

## Academic Suspension

If a ~~continuing~~ student does not meet the above GPA requirement(s) during the ~~second~~ probationary semester, he/she will be suspended for one semester ~~and can apply for readmission after the suspension semester (see Registrar's Website).~~ After the suspension semester, the student must successfully appeal (see Suspension Appeals) before applying for readmission. If approved for

readmission by the Suspension Appeals Committee, the student will be readmitted to the University for two additional semesters (Fall or Spring) on academic probation. Failure to meet the GPA requirements at the end of the fourth semester on probation will result in Academic Dismissal from the University.

### **Academic Dismissal**

Academic Dismissal will occur when a student ~~on Academic Probation after returning from Academic Suspension~~ fails to satisfy all of the probation requirements after returning from suspension. Students who are placed on Academic Dismissal are ineligible to enroll at UNCP for two years. After the two-year dismissal, the student must successfully appeal (see Suspension Appeals) before applying for readmission. Upon return from Academic Dismissal, the student will be on Academic Probation. Failure to meet the probation requirements will result in Academic Dismissal.

~~Following an initial suspension of one semester and being readmitted to the University on probation, failure to meet the GPA requirements at the end of the semester will result in a suspension for two semesters. After two semesters, the student may apply for readmission to UNCP (see Registrar's Website).~~

~~Students failing to meet the GPA requirements for continuation after the second suspension and readmission to UNCP will be suspended from the University for a minimum of three academic years.~~

### **Suspension Appeals after Completing Mandatory Suspension or Academic Dismissal**

A student who wishes to ~~be readmitted after an academic suspension or dismissal must~~ appeal ~~his/her suspension must appeal~~ to the Suspension Appeals Committee. ~~at least five (5) work days prior to the first day of classes of the semester for which enrollment is sought.~~ Specific deadlines for each term can be found on the ~~appeals form on the~~ Web sites of the ~~Academic Support Center~~ Center for Student Success (CSS) and the Office of Financial Aid.

Appeals are coordinated by the staff of the ~~Academic Support Center~~ Center for Student Success. Individuals wishing to appeal a suspension should contact CSS to schedule a meeting with a counselor to develop an appeals packet. Complete appeals packets include, at a minimum, a letter of appeal, a Success Contract, supporting documents of personal/medical reasons for performance, and a statement of strategies/support programs that will be utilized during the semester to attain good academic standing status. No appeals will be heard if received after the deadline, and the decision of the Suspension Appeals Committee is final.

Students whose appeal has been denied may not appeal again ~~before the end of their suspension or dismissal period~~ unless there has been a material change to their academic record. ~~Students whose appeal has been approved must participate in the Center for Student Success services for students on probation. Failure to participate will result in immediate Academic Dismissal at the end of the semester.~~

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### **REVISIONS TO THE SPECIAL READMISSION POLICY (IN THE UNDERGRADUATE ADMISSIONS SECTION OF THE ACADEMIC CATALOG)**

Any former UNCP student who was academically ~~dismissed~~, suspended, or placed on academic probation at the end of his/her final semester and has not attended UNCP for a period of ~~four (4)~~ two (2) academic years may apply for readmission under the Special Readmission Policy. All students admitted under this policy return on probationary status and must follow the policies and procedures

outlined under "~~Academic Suspension~~ Academic Probation" in the Academic Policies section of the UNCP catalog and on the website of the Registrar. In order to qualify for the Special Readmission Policy, students must earn a 2.0 or higher in their first 12 hours after being readmitted. Students may apply for readmission under this policy one time. Once approved, the decision will not be reversed.

Upon meeting the requirements for this policy, the student's QPA GPA will be computed excluding all previous grades below C (2.0). All grades will remain on the student's transcript, but only those previous courses in which a grade of C or better was earned will count toward graduation. All course work, however, will count toward attempted hours, and all grades, including those from the student's previous QPA GPA, will be calculated for honors purposes.

Students admitted under the Special Readmission Policy may not make use of the grade replacement policy and must continue to maintain a minimum QPA GPA of 2.00. Failure to maintain this minimum QPA GPA will result in a two-semester suspension.

Departments with more rigorous QPA GPA standards than the general University requirement of 2.0 have the right to deny admission to a program. Any student readmitted under this policy must complete a minimum of 30 semester hours at UNCP after readmission in order to qualify for graduation.

Students must apply for the Special Readmission Policy through the Registrar's Office.

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## **Appendix D**

### **Proposal from Faculty and Institutional Affairs Committee (FIAC)**

Proposal to endorse the recommendation of the Learning Management System (LMS) Advisory Committee to replace the current LMS (Blackboard) with Canvas (Approved 10-0-0)

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### **Recommendation for a Learning Management System (LMS)**

**March 28, 2017**

On January 8, 2017, Faculty Senate created the LMS Advisory Committee with the charge to explore various LMSs and to make a recommendation to either 1) stay with our current LMS (Blackboard) or 2) change to another. (Attachment A)

Committee members: Larry Arnold (faculty), Mitu Ashraf (faculty), Michael Baker (SGA representative), Debbie Lowery Bullard (ARC representative), Susan Cannata (faculty, Chair), Liz Cummings (DoIT), Wes Frazier (DoIT), Terry Locklear (Distance Education), Melissa Mann (faculty), June Power (Library), Jesse Rouse (faculty)

Procedure:

1. Committee compiled a list of required/desired features (Attachment B).
2. Committee discussed possible alternative LMSs and, based on peer institutions, market leaders, and niche players, chose to explore the following cloud-based LMSs:
  - Blackboard Ultra
  - Brightspace D2L
  - Canvas
3. Associate VC and CIO Crouch provided the committee with projected costs information for the three LMSs (Attachment C).
4. Wes Frazier made arrangements with LMS companies to provide committee members with sandboxes for each LMS. This action gave members the opportunity to test each LMS (creating courses, copying courses from existing Blackboard courses, down/uploading files, composing syllabi, organizing, discussion forums, etc.)
5. After committee members had time to play in the sandboxes, Wes Frazier arranged to have representatives from each LMS present to the committee (live or virtually) a demonstration of their LMS features. Committee members also had the opportunity to ask questions during the demonstrations or to contact representatives privately throughout the course of our task.

**Recommendation: Canvas**

Rationale: 1) It is beneficial to move to a cloud-based LMS because the current Blackboard system puts too much stress on UNCP's infrastructure; 2) in most areas, the features and functionality of Canvas fulfilled the committee's list of requirements; 3) peer institutions have migrated successfully to Canvas.

Note: The majority of the committee voted for Canvas, but a minority indicated a preference for D2L; the committee as a whole agreed that both Canvas and D2L would be suitable.

Attachment A: Formal Charge

Attachment B: List of Required/Desired Features

Attachment C: SGA endorsement

Attachment D: Projected Costs Spreadsheet

## **Attachment A: Formal Charge**

**TO: Learning Management System (LMS) Advisory Committee  
Susan Cannata, Chair**

**FROM: Sara Simmons, Faculty Senate Chair**

**DATE: January 8, 2017**

**RE: Charge to LMS Advisory Committee**

The Faculty Senate Executive Committee asks the Learning Management System (LMS) Advisory Committee to submit, on or before March 31, 2017, a formal proposal to the Faculty and Institutional Affairs Committee (FIAC), for consideration at its April 25 meeting, regarding future directions for our learning management system (LMS), currently Blackboard. We anticipate that the committee will clearly outline UNCP's requirements for our LMS, research alternatives, and identify which LMS provides the tools to best meet UNCP's needs. We expect the committee's work to culminate in a recommendation of an LMS that will serve UNCP well for the foreseeable future.

The request to form this committee came jointly from members of the Executive Committee and CIO Nancy Crouch and as a result of recent issues related to the functionality of Blackboard for meeting the pedagogical goals of faculty and our learning expectations for students. In addition, the Division of Information Technology (DoIT) reports that Blackboard support for DoIT is inadequate, and problems with general functionality, updates, and integration have been requiring an unreasonable amount of time from DoIT staff.

At its April 25 meeting, FIAC will consider the advisory committee's recommendations and decide whether or not to take a formal proposal to the Faculty Senate for action at its last meeting of the academic year on May 3, 2017.

The Senate Executive Committee recognizes the expertise and perspective each of you will bring to this endeavor, and we deeply appreciate your service on this important advisory committee.

## **Attachment B: Required/Desired Features**

### Accessibility

- Ability to natively Export Assignments and or Tests into a portable document format.
- Accessibility friendly/compatible with accessibility software (e.g., JAWS)
- Semi-automated subtitling for videos
- Support for subtitled or captioned video.
- Compliance with the W3C Web Accessibility Guidelines

### Collaboration

- Has all current core collaborative tools in our present LMS (Discussion Boards, Blogs, etc.)
- Collaboration tools for faculty to be used between courses or within a program.
- Libraries of digital objects can be easily shared between classes and with colleagues
- Collaboration Management

### Course Content & Grading Specifics

- Intuitive Gradebook
- Some grading system/grade posting place.
- Ability for students to upload papers and teacher to grade and give feedback on papers.
- Can send out and post announcements that will be automatically emailed to students.
- Can create and use a rubric for grading.
- Indicates if an assignment has been handed in and needs grading.
- Easy to create and monitor discussion boards. Clumps together an individual student's attempts.
- Easy to copy and move content folders within the LMS system.
- Ability to post weekly modules and multiple folders and content within those folders.
- Ability to change due dates on the calendar, not individual files.
- Automatic archiving.
- Checklist that shows students their progress towards completion of modules.
- Better "broken link" checking. (So you know if external links no longer work.)
- Ability to get work and send emails after class is over.
- Ability to view more types of files and graphics.
- More sophisticated grading capabilities than currently in Blackboard.
- Would like something like Waypoint where you could see aggregated grades and where students were strong and weak.

### External Tools

- Integrate/use One Drive

- Live 365 & Google Docs Integration/support
- Support links to 3<sup>rd</sup> party portals & LTI (Pearson, McGraw-Hill Connect, WileyPlus, etc.)
- WebEx integration
- Voice chat system (similar to Collaborate)
- Links to “Turnitin.com” plagiarism software system.

### Reporting

- Institution/Program/Course Wide Analytics
- Administrative reporting
- Course auditing tools. (Both for faculty, and for legal holds, or grade contesting scenarios.)

### Specific Course Tools

- Portfolio capability (for both in class and personal) - Should be able to export info for graduation and serve as a tool for the faculty evaluation process

### Technical “Under the Hood”

- “Pluginless” wherever possible (Can be run without Flash/QuickTime/Java/etc.).
- Self-Contained (Relies as little on outside third party services as possible. Reliance on outside services like Crocodoc, create multiple points of failure.)
- HTML compliant supports all modern browsers.
- Compliance with the W3C Web Accessibility Guidelines (screen readers/other assistive technologies.)
- Support for HTML5 media tags in pages/textboxes (standards compliant in general)
- Compatibility with different systems/browsers
- Authentication and Security

### User Interface

- Mobile Apps for faculty and student use
- Intuitive Gradebook
- A consistent paradigm for student engagement and notification.
- Modern Intuitive User Interface
- User-friendly
- Drag and drop file uploads
- Allows for multiple forms of entry for assignments/tests (charts, graphs, etc.)
- Draw/Markup capabilities for images/docs
- Instructor control over interface decisions for class organization (not template driven)
- Customizable interface
- Adaptive Design – Can be used on a phone or tablet browser without an app.

- Ability for students to check LMS from an app or via smartphone.

#### Video & Media

- Youtube Integration
- Semi-automated subtitling for videos
- Consistent handling of media file types (for example can be embedded in questions and answers of all test, quizzes, etc.)
- Support for subtitled or captioned video.
- Support for HTML5 media tags in pages/textboxes (standards compliant in general)
- Can upload files of various types
- Can post videos and links to YouTube.
- Can record class lectures right on learning system.
- Ability to draw diagrams and write equations.

#### Misc

- Faculty managed enrollment changes.
- Extensive Documentation / Training / Tutorial Resources
- The ability or support for faculty to switch not only views but roles as well.
- Stability (BlackBoard has been noted to go down or have long load times)
- Import Blackboard courses - singular or by a batch process
- Adaptive release for content
- It is easy to copy the course to new course section in different year/section
- Includes Course Evaluation tools

**Attachment C: SGA Endorsement**

**Senate RESOLUTION 08**

**A RESOLUTION TO BE ENTITLED  
AN ACT TO RECOMMEND A NEW LEARNING MANAGEMENT SYSTEM FOR  
UNCP THAT WOULD REPLACE BLACKBOARD**

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**Short Title:** Learning Management System Act (Public)

**Sponsored by:** Senator Baxley, Senator Kight, Senator Parkins, Academic Affairs Chair Mendez

**Signatories:**

**Written By:** Treasurer Baker

**First Reading:** March 15, 2017

**Version Date:** March 20, 2017

**Referred to:** Academic Affairs

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**Section 1.** The Student Senate of the University of North Carolina at Pembroke adopts the following Resolution:

**WHEREAS,** The University of North Carolina at Pembroke utilizes Blackboard as their primary Learning Management System (LMS) which provides services crucial for interactions between students and professors in the academic environment online, as online educational services have been growing in demand by both students and professors; and,

**WHEREAS,** Services provided by the LMS should include a variety of functions for students and course builders so that an online academic environment can be created and held beneficial; and,

**WHEREAS,** The LMS Advisory Committee was formed by the Faculty Senate with the purpose to “submit, on or before March 31, 2017, a formal proposal to the Faculty and Institutional Affairs Committee (FIAC), for consideration at its April 25 meeting, regarding future directions for our learning management system (LMS), currently Blackboard [and to] outline UNCP’s requirements for our LMS, research alternatives, and identify which LMS provides the tools to best meet UNCP’s needs,” and is made up of both experienced Faculty members and technical staff from the Department of Information Technology, as well as supporting Staff members knowledgeable in the requirements and conditions of LMS; and,

**WHEREAS,** In its current state, UNCP must host Blackboard servers on campus and maintain them with staff and other resources, which are not able to handle an increase in student population; and,

**WHEREAS,** Hosting Blackboard servers causes issues currently as there are stability issues caused by both influxes of traffic and temporary lapses of performance by the servers; and,

**WHEREAS,** The LMS Committee understands that the transition will be a work in progress for staff, faculty, and students, and that the recommended LMS contracts include training for faculty and staff; now therefore be it

**RESOLVED,** That the LMS Advisory Committee will make a formal proposal to the FIAC Committee on March 28<sup>th</sup>, stating that our current LMS, Blackboard, does not meet the standards and needs of UNCP; and be it further

**RESOLVED,** That the LMS Advisory Committee will recommend the LMS Canvas, as it meets the requirements set forth by this committee, but would also be amendable to adopting D2L as the university's LMS, as both have similar functions; and be it further

**RESOLVED,** That Canvas has satisfied requirements for accessibility, collaboration, course content and grading specific software, external tools, reporting, technical, user interface, video and media, and miscellaneous tools; and be it further

**RESOLVED,** That the Student Senate supports the LMS Advisory Committee's decision in its entirety, and encourages the FIAC committee and the Faculty Senate to begin the transition from Blackboard to Canvas as a priority, or D2L as a secondary option.

**RESOLVED,** That the Student Senate also recommends that as the new LMS comes into transition, that Freshman Seminar (FRS 1000) include training for students for the chosen LMS to ease the process of transitioning.

**Section 2.** This Act shall be effective upon enrollment.

**Attachment D: Projected Costs Spreadsheet**

Vendor	State Contract?	Initial Set Up Costs	FY 17 - 18	FY 18 - 19	FY 19 - 20	Comments
BlackBoard	Yes	TBD	\$167,180.15	\$172,195.55	\$177,361.42	3% annual increase. License cost based on 4001 - 8000 FTE. Costs do not include training for DoIT staff and faculty/student end user training.
Canvas	Yes	\$46,500.00	\$108,052.14	\$111,293.70	\$114,632.52	3% annual increase. License costs based on 5505 FTE. Costs do not include training for DoIT staff and faculty/student end user training.
D2L - Brightspace	No	\$55,500.00	\$109,200.00	\$114,660.00	\$120,393.00	5% annual increase. License costs based on 6500 FTE. D2L initial costs include \$7,500 for hands-on Instructor Training (12) for two days and Admin. Training (8) for one day.

All pricing is non-negotiated

Projections do not include cost to maintain Blackboard environment while transitioning

Projections do not include additional tools that may be needed to replace Blackboard features such as Safe Assign and Collaborate. Some university tools (e.g, WebEx) may be used to replace some of these features

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## Appendix E

### Teacher Education Committee Report



#### Teacher Education Committee Meeting Minutes February 8, 2017

3:00 p.m., room 303, Education Building



*“Preparing professional educators who are committed, collaborative, and competent.”*

**TEC Members Present:** I. Aiken, M. Ash, S. Cinnamon, M. Edwards, I. Falls, D. Feikema, K. Ficklin, K. Granger, N. Grant, A. Horton-Lopez, T. Jacobs, E. Jeon, S. Jones, M. Klinikowski, R. Ladd, C. Lara, L. Mabe, A. McDonald, L. Mitchell, A. Opata, K. Pitchford, J. Rivera, G. Robinson, M. Scott, H. Sellers, J. Warren, B. Winters

#### **Guests:**

1. **Call to Order:** The meeting was called to order at 3:02 p.m.
2. **Approval of the Minutes:** The January 11, 2017 minutes were approved as presented.
3. **Sharing Good News:** Last summer, Dr. Jose Rivera worked and conducted 13 choirs and offered workshops to choral directors from the University of Mexico (UNAM). This year Dr. Rivera was invited to return to the University for the 1st International Collegiate Choral Festivals along with the Pembroke Singers, UNCP’s audition chamber choir. For this festival, the Pembroke Singers will be sharing the stage with choirs from Cuba, Colombia, Argentina and Mexico. This event took place at the University of Mexico, in Mexico City, February 2-6, 2017. The University of Mexico (Universidad Autónoma de Mexico, UNAM) has approx. 236,000 students on their campus and is located in Mexico City Federal District.

#### 4. **Curriculum Proposals**

##### **Art Education**

- a. ART 3050 Art Education in methods Grades K-6
- b. ART 3080 Art Education Experiences for Grades K-12 (3 credits)
- c. ART 3090 Art Education Secondary Methods
- d. ART 4000 Art Education Internship Seminar

**16 yea, 0 nay, 0 abstentions, approved (seconded by Dr. Cinnamon)**

##### **Elementary Education**

- a. Delete ELE 2900 Research and Writing in Education
- b. Delete HST 3170 History of North Carolina
- c. Reduction in program hours

**17 yea, 0 nay, 0 abstentions, approved (seconded by Dr. Ladd)**

**Math Education**

- a. B.S. in Mathematics Education, Secondary Mathematics Education 9-12  
Concentration degree will be merged under the B.S. in Mathematics as Secondary Math Education (9-12) Emphasis. No course work will change, only the title to be “umbrella-ed” under our B.S. in mathematics degree.
- b. B.S. in Mathematics Education, Middle Grades Mathematics Education 6-9  
Concentration degree will also be merged under the B.S. in Mathematics as Middle Grades Math (6-9) Emphasis.

**16 yea, 0 nay, 1 abstentions, approved (seconded by Dr. Jeon)**

**Social Studies Education**

- a. Change the pre-requisites and the course descriptions for two of the methods courses in SSE 3650 and SSE 4000
- b. Change the title of SSE 3650

**16 yea, 0 nay, 0 abstentions, approved (seconded by Dr. Mabe)**

**Spanish Education**

- a. B.A. in Spanish with Teacher Licensure (K-12)
- b. SPNS – 2xxx Special Topics in Hispanic Studies
- c. SPNS – 3xxx Special Topics in Hispanic Studies

**17 yea, 0 nay, 0 abstentions, approved (seconded by Dr. Ladd)**

**5. Action Items**

- a. **Admission into the Teacher Education Program – Ms. Aku Opata**  
A total of 4 students were presented for admission into the Teacher Education Program; 2 Undergraduate, 1 Licensure, 1 AIG - **approved as presented**
- b. **Conceptual Framework – Assessment and Long Range Planning**  
Proposal to shift/move the Long Term Planning committee to the Conceptual Framework Committee.  
**20 yea, 0 nay, 0 abstentions, approved (seconded by Dr. Ladd)**

**6. Report from the Dean’s Office – Dr. Alfred Bryant**

- a. Lab Schools – Dr. Bryant is currently visiting elementary & middle grade charter schools in Raleigh, NC today. Dr. Bryant recently met with Chancellor Cummings, Attorney Joshua Malcom and Shawn Bulson from UNC GA to discuss the Lab Schools. UNCP is on track to begin in fall 2018.
- b. edTPA – currently working on edTPA.

**7. Report from the Office of University-School Partnerships – Dr. Bryan Winters**

- a. Field Experience request has been sent to school districts. Currently waiting on clearance from Cumberland County schools.

**8. Report from the Office of Assessment – Ms. Mary Klinikowski**

- a. The responses to new NCDPI blueprint information has been uploaded into Blackboard. Provide feedback as needed.
- b. Quartic survey to be sent by Wednesday February 15, 2017, feedback requested.
- c. Update handbook by Monday May 1, 2017, need assistance please contact Mary Klinikowski.

9. **Report from edTPA** – Dr. Kay Pitchford

- a. edTPA Listserv Request for Information please contact Dr. Pitchford.
- b. edTPA Regional Implementation Conference hosted by NC State please RSVP if interested. The Dean's office will pay for the registration fee & provide a state vehicle for transportation.
- c. edTPA Pilot Group Meeting - February 15, 2017 at 12:30pm in Dean's Conference Room
- d. edTPALs Meeting - February 15, 2017 at 3:00pm in Education Room 211
- e. May 9th Make-Up Session for Local Evaluator Training 8:00am – 4:00pm, location TBD

10. **Report from Teacher Recruitment and Retention** – Dr. Kelly Ficklin

- a. **Summer Undergraduate Research Fellowships (SURF)** are offered as funds allow during Summer I and II to support students working on scholarly projects while under the supervision of a faculty member.
- b. Open House is scheduled for February 11, 2017 please provide Dr. Ficklin with department materials for recruitment event.
- c. Teacher Cadet Conference to be held in Raleigh on February 18, 2017 please provide Dr. Ficklin with department materials for recruitment event.
- d. Kickoff for cohort will be held at Richmond Community College on February 13, 2017 at 10:00am.

11. **TEC Subcommittees**

- a. **Technology and Distance Education** – Dr. Lisa Mitchell  
Observation form available in Blackboard
- b. **School Partnerships** – Dr. Val Ford  
Discussing what “we” can do along with each LEA; meeting with interim superintendent of the Public Schools of Robeson County
- c. **Policy Review** – Dr. Jose Rivera  
Committee charged to do the following (3): develop policy for sharing data, provide step by step data legally, how to make programs flow better
- d. **Hearing Appeals Board** – Dr. Kelly Ficklin  
No Report
- e. **Diversity, Recruitment, & Retention** – Dr. Cecilia Lara  
Create a plan for everything committee will do
- f. **Student Input** – Dr. Ann Horton Lopez  
No Report
- g. **Conceptual Framework** – Ms. Karen Granger  
Voted to shift long term planning committee to conceptual framework committee
- h. **Assessment** – Dr. Serina Cinnamon

Committee to meet on Tuesday February 14, 2017 at 11:00am in Room 316 to continue to discussion regarding specialty program report.

12. **New Business – No Report**

13. **Announcements**

- a. Winter Open House February 11, 2017
- b. Spring Open House April 8, 2017
- c. NC FELS application cycle is scheduled to open on December 1, 2016 and close on March 1, 2017
- d. TEC Workdays May 23 and 24, 2017
- e. TEC Meetings Spring 2017  
  - Wednesday, March 15 and Wednesday, April 12
- f. TEC Subcommittee Spring 2017 meeting dates
- g. Praxis Plus Workshop Scheduled to be posted on BB

Technology and Distance Education – Dr. Lisa Mitchell	<b>Meetings in SOE room 316 at 2:00 pm</b> Wednesday, January 11 2pm room 316 CANCELLED due to edTPA at the same time Wednesday, February 8 Wednesday, March 15 (moved to accommodate spring break) Wednesday, April 12
School Partnerships – Dr. Val Ford	<b>Meetings in SOE room 308</b> Tuesday, January 24 at 1:00 pm Tuesday, February 21 at 1:00 pm Tuesday, March 21 at 1:00 pm Tuesday, April 25 at 1:00 pm
Policy Review – Dr. Jose Rivera	<b>Meetings at 2:00 pm Location TBA</b> Wednesday, February 15 Wednesday, March 22 Wednesday, April 5
Hearing Appeals Board – Dr. Kelly Ficklin	Meetings as needed
Diversity, Recruitment, & Retention – Dr. Cecilia Lara	<b>Meetings in Dial 243 at 3:00 pm</b> Monday, January 23, 2017 Monday, February 27, 2017 Monday, March 27, 2017 Monday, April 24, 2017
Student Input – Dr. Ann Horton Lopez	<b>Location TBA</b> Wednesday, January 18 at 2:30 pm Wednesday, March 15 at 4:30 Wednesday, April 19 at 12:30 pm
Conceptual Framework – Ms. Karen Granger	Wednesday, January 18 or Wednesday, January 25 at noon – will confirm <b>Noon SOE Room 316</b> Wednesday, February 22

	Wednesday, March 22
Assessment – Dr. Serina Cinnamon	<b>Location TBA all meetings at noon</b> Tuesday, January 17 Meeting added January 26 at 11:00 am Tuesday, February 14 Tuesday, March 21 Tuesday, April 18

**14. Adjournment 4:21 pm**

*Next meeting: March 15, 2017 3:00 pm Education Building room 303.*

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## Appendix F

### Graduate Council Report

The Graduate Council met on March 20, 2017. Information most relevant to Faculty Senate is presented below.

The following Graduate Faculty nominations were approved as listed:

<i>Name</i>	<i>Status Request</i>	<i>Degree</i>	<i>Program</i>	<i>Dept</i>
Roe, John	Full	PhD	Science Ed	Biology
Justice, Beverly	Prof. Affiliate	MA	Exer Sci & Sp Admin	HPER

**Curriculum Proposals:** The following proposals were considered and approved:

- The MBA concentration in Business Analytics, with 4 required courses (see materials in Blackboard):
  - DSC 5190 Data Analytics for Business (Prereq: DSC 5050 or equivalent)
  - DSC 5240 Business Analytics (Prereq: DSC 5050 or equivalent)
  - DSC 5550 Time Series Analysis (Prereq: DSC 5050 or equivalent)
  - DSC 5600 Project in Business Analytics (Prereq: DSC 5190 and DSC 5240 and DSC 5550)
- New course proposal for DSC 5240 Business Analytics
- New course proposal for DSC 5600 Project in Business Analytics
- Prerequisite change for DSC 5550 Time Series Analysis

### Graduate School Reports:

The following admission changes will be made for fall 2017:

- MPA admission change: Any applicant with an undergraduate degree GPA of  $\geq 3.5$  OR a  $\geq 3.5$  in their major will not be required to take the GRE for admission consideration. Any applicant not meeting one of these criteria will be required to submit GRE test scores prior to admission consideration.
- MSA admission change: Applicants should meet one of the following minimum GPA criteria
  - (1) 3.00 overall; or (2) 3.00 in the Senior Year; (3) 3.00 in the major or, if applicable, or
  - (4) 3.00 in master's program/graduate coursework

GA Allotment – Dr. Aiken alerted that the Graduate School GA funding has been significantly reduced (by 50%) for 2017-18 and that the Graduate School will be unable to fund a good portion of the GAships that were previously funded.

Dr. Aiken announced that the Graduate School will offer scholarships for the first time this spring. Two \$250 scholarships will be awarded to exceptional graduate students to assist

them with paying for their graduate tuition. Recipients of the scholarship are selected on the basis of academic achievement, community engagement, and service to the UNCP.

Dr. Aiken reminded the Graduate Council members that the Research Symposium will take place April 4, 2017.

The next Graduate Council meeting (the last of 2016-17) will be held Monday, April 17, 2017 at 3:00 pm in UC Annex Room 203.

*Respectfully submitted by Dr. Irene Aiken, Dean.*

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