Title V/Gen Ed Committee Joint Meeting

February 3, 2012

9:30am-11:30am

Faculty Lounge

Learning Activity Exercise

Assignment:

Design a learning activity for a second-year course that uses the high-impact practices of Collaborative Assignments and Projects, Undergraduate Research, and/or AAS Capstones. Consider which first-year learning outcomes will prepare students for the second-year.

Sample group process:

Discuss Gen Ed Committee learning outcomes (5 minutes)

What do we want students to be able to accomplish in their second-year? How can the first-year prepare students for the second-year?

Discuss Title V pedagogical strategies (5 minutes)

How can the high impact practices of Collaborative Assignments and Projects, Undergraduate Research, and AAS Capstones be used to engage students? What skills do students need to be successful with these high-impact learning practices?

Brainstorm and decide on a learning activity for a second-year course (20 minutes)

Begin to fill out template, creating one row for each learning objective (20 minutes)

Discuss how to make this part of a larger conversation about Gen Ed at City Tech (10 minutes)

Sample Title V Pedagogical Strategies:

Brooklyn Waterfront as Living Lab, Collaborative Learning, Use of a Networked Digital Platform, Place-based education, Writing across the Curriculum, Active/Hands-On Learning, Using the Laboratory Model, Shared Readings, Field Trips, Collaborative Bibliographies, Inquiry-based learning, Information Literacy.

Title V/Gen Ed Committee Joint Meeting

February 3, 2012

9:30am-11:30am

Faculty Lounge

Second-Year Learning Activity Template

Group 5 Members:

Darrow Wood (Library)

Julia Jordan (Faculty Commons/AIR)

Martha Effinger-Crichlow (African Studies)

MarySue Donsky (Law)

Marissa Moran (Law)

Susan Phillip (Hospitality)

Noemi Rodriquez (Health Care Administration)

Denise Scannell (Humanities)

Areas of concentrations: African Studies, Health Care Administration, Hospitality, Humanities, English, Library & Law

Title of Activity: Sacred Grounds: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert individual/unique title related to your area of concentration)

i.e. Sacred Grounds: Rights, Regulations, & Respect;

 Sacred Grounds: Exploration of Epithets & Eulogies

 Sacred Grounds: Culture, Custom & Gender

Potential Second-Year Courses Involved:

Intercultural Communications (SPE 2402);

Wills, Trusts & Estates (LAW 2301);

Legal Aspects of Health Care (HSA 3560);

Urban Tourism (HMGT 4987);

Black Women in Literature (AFR 2250);

and Slave Narratives (ENG 2201)

Brief Overview:

Field trip to African Burial Ground in Lower Manhattan and from a multi interdisciplinary perspective our students will be expected to research, reflect, write, and speak, on various topics related to how society interprets issues pertaining to life and death.

| **First Year Preparation** | **Student Activity Steps** | **Learning Objectives**  | **Gen Ed Learning Outcomes Addressed** | **Methods of Assessment** |
| --- | --- | --- | --- | --- |
| Writing; Be able to distinguish between primary and secondary sources;ENG 1101; SPE 1330 (pre-requisite) | Preparation ; On Sight-Activity; & PostReflections/Presentations  | Students should demonstrate the ability to research, comprehend, reflect, analyze, implement oral communication skills; as well as gather information from observations.  | Use the arts, sciences and humanities as a forum for the study of values, ethical principles and the physical world; Derive meaning from experience, as well as gather information from observation; Gather interpret, evaluate, and apply information discerningly from a variety of sources; Discern consequences of decision and actions; demonstrate expanded cultural and global awareness and sensitivity. | Application of rubrics to oral and written work; Graphic/visual & e-presentations. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |