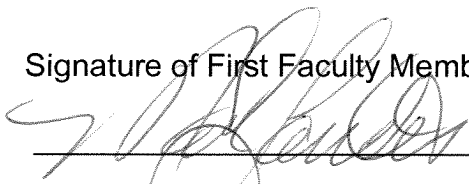


New Learning Community Proposal 2015-2016

- \* 1. **Learning Community Title:**  
Beyond the Surface: Writing About The Screen, Stage, and Page
2. **First Linked Course**  
Department and Course: ENGL 110  
Images & Arguments: Introduction To Academic Writing  
Faculty Member: Professor Malinda McCollum  
CWID: 10246520
3. **Second Linked Course**  
Department and Course: THTR 176  
Introduction to Theatre  
Faculty Member: Professor Mark Landis  
CWID: 10239803
4. **Semester Offered:** Fall '15  Spring '16

Signature of First Faculty Member



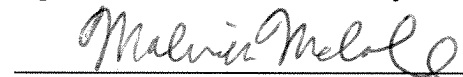
Date: 10/1/2014

Signature of Department Chair/ Program Director



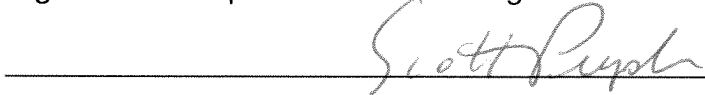
Date: 10/1/2014

Signature of Second Faculty Member



Date: 10/1/2014

Signature of Department Chair/ Program Director



Date: 10/6/14

**5. Course Description** (Please limit to 120 words):

**Note:** This description is for the review committee and will also be used in the online FYE course listings.

We'll analyze theatre, visual arts, advertising, and popular culture in order to develop arguments about the effects and messages in a variety of texts. We'll consider each text's layers of meaning, studying details in order to build claims about what the text evokes or suggests.

In THTR 176, you'll attend several plays and be presented with writing assignments that ask you to articulate the workings of your own heart and mind as you joined with an audience at the theatre. In ENGL 110, you'll explore how ads, TV shows, films, photos, and posters use images to present arguments, reinforce and/or challenge cultural values, and influence viewers. In both classes, you'll read published analytical essays, using other writers' work as a launch pad for your own.

**6. How many students would be in this Learning Community?**

**Note:** If the classes are of different sizes, either a cohort will be necessary in one class, or we will need to negotiate sizes. Discuss this with your department chair.

While the enrollment cap for THTR176 course is subject to some discretion by the Department of Theatre and Dance, THTR176 courses typically enroll between 35 and 40 students. ENGL 110 sections are capped at 20 students.

**7. Suggested Peer Facilitator(s)?**

**Note:** Please nominate a student(s) you believe will be a good role model for students in your FYE course. Nominees must be undergraduates in good academic standing. Nominate at least two if your course will have greater than 25 first-year students, and please ask the students before nominating them.

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We suggest Kira Hobbs

**8. Would you be willing to have REACH students in your Seminar?**

**Note:** See [reach.cofc.edu](http://reach.cofc.edu) for a description of the program. Special training is provided to faculty who choose to have REACH students in their course

Yes

**9. Please provide a list of 3-5 books and readings that would be appropriate for first-year students that you may use in your course.**

In THTR 176, it is important to note that some of the most important "texts" that the students will examine in this course are the productions of plays presented live on stage. THTR176 asks students to respond to performances of plays and so the precise titles that will be performed when this course is offered cannot be determined at this time. Other written texts, however, that may prove beneficial include the responses to live theatrical events that have been published by such diverse essayists as Samuel Pepys, George Bernard Shaw, and John Lahr.

ENGL 110 uses a composition textbook (*They Say / I Say*, by Graff and Birkenstein) and

a selection of readings from both popular and academic writers. This selection includes, among others, "Selling The Myth of the Ideal Mother," by Elizabeth Weiss; "Cowboys of the High Seas: Representations of Working Class Masculinity on *Deadliest Catch*," by Lisa Kirby; "Gender Role Portrayal and the Disney Princesses," by Dawn England, Lara Descartes, and Melissa Collier-Meek; and "Race Relations Light Years from Earth," by Mitu Sengupta.

**10. Please list what types of writing assignments (general or discipline-specific) might be incorporated into your course.**

To fulfill requirements for THTR176, students will be asked to write essays regarding certain assigned live performances of plays. Such essays will require them to be attentive both their own emotional reactions in the audience as well as details in the performance which they believe may have triggered such responses, and will be expected to be articulate examinations of both.

ENGL 110 has a series of four major writing assignments: 1) Analytical Summary & Response; 2) Analysis Paper; 3) Research Proposal and Annotated Bibliography; and 4) Researched Analysis Paper. These assignments are designed to help the students achieve the course's learning outcomes, which are as follows: 1) Students articulate clear analytical theses; 2) Students effectively situate their ideas in relation to sources, and 3) Students select and correctly document relevant and credible sources.

**11. How will you address FYE Learning Outcomes in your seminar?**

The Synthesis Seminar, taught by a Peer Facilitator, will address and assess the first Learning Objective. First-Year Seminar courses are expected to incorporate aspects of Learning Objectives 2 and 3 as they relate to the particular discipline(s) that the seminar focuses on. *Beneath each Learning Objective, please provide information that indicates how these outcomes will specifically be addressed in the course, including the type of assignments that may be used and how these assignments will be assessed.* While a syllabus is not required for the proposal, a detailed description will greatly assist the Faculty review committee.

**Learning Objective 1: Campus Resources**

By the completion of their First-Year Experience course, a student will be able to...

- *Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.*

**Learning Objective 2: Information Literacy**

By the completion of their First-Year Experience course, a student will be able to...

- *use appropriate tools and search strategies for identifying particular types of information specific to the discipline*
- *evaluate the relevance, quality, and appropriateness of different sources of information*
- *recognize and classify the information contained within a bibliographic citation.*

- *access and use information ethically and legally*

### **How will Learning Objective 2 be addressed in your course?**

In THTR176 the primary sources that students examine are live performances of multiple plays. The activity requires them to develop throughout the semester abilities to recognize various aspects of theatrical production and acknowledge how those aspects have been brought to bear in eliciting deeply engaged and thoughtful responses from the audience.

ENGL 110 includes a Library Research Workshop at Addlestone in which a librarian discusses scholarly vs. non-scholarly sources, demonstrates the search options and databases available to students, and reviews the library's resources, both onsite and remote. That librarian is considered the course's embedded librarian and is available to assist students as they continue researching and revising their assignments.

Early in the semester, ENGL 110 has a full class devoted to discussing appropriate attribution and citation, and those lessons are reinforced throughout the course. Students must also complete an online plagiarism tutorial and quiz as a requirement of the class. Assignments #1, #2, and #4 require in-text citations and Works Cited pages, and Assignment #3 includes an annotated bibliography that requires the students to find, summarize, and evaluate relevant secondary sources, both scholarly and non-scholarly.

### **Learning Objective 3: Integrative Learning**

Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion of their First-Year Experience course, a student will be able to...

- *Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts*
- *Make connections across disciplines and/or relevant experiences*

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### **How will Learning Objective 3 be addressed in your course?**

One of the signature features of writing about the live theatre is the ephemeral nature of the artifact. The play-in-performance (an end product of all dramatic authorship) is a live event shared by a community of concelebrants who populate the audience on any given evening. Its effects are often profound, yet, they cannot be re-examined as much as they are re-imagined. The sensitive and curious theatre goer must embrace the perpetual present tense of a live performance, absorbing every measure of emotional and intellectual stimuli the play can offer through the moments of its event. The audience member who takes the opportunity to reflect on the experience is challenged to find just the right words to characterize both their palpable, if ephemeral, responses as well as the production aspects which triggered them.

In ENGL 110, students learn about common moves academic writers make—evolving from description to interpretation in your analysis, for example, or reviewing what other writers have claimed before developing an argument of your own. Students then employ these moves in their own writing as they analyze texts from different genres and media. In class, students work individually and in small groups as they apply the analytical techniques we've discussed to a range of subjects from street murals, to fine art photos, to video clips from reality TV. The in-class exercises model the kind of analysis students are asked to do in their major writing assignments. The major writing assignments involve multiple drafts, peer response sessions, and individual conferences, to help students amplify their voices and clarify their views.

While the primary sources in THTR 176 and ENGL 110 differ, both courses encourage students to closely observe their given subject, to vividly describe its specific features, and to clearly interpret those features in order to support their assertions about what the subject means. This process should prove useful no matter what discipline or profession the students eventually choose.