

☞ **Catalog Description: CORE 102C • Writing-Intensive Cornerstone (3 units)**

This course is open to Freshmen only. A writing-intensive introduction to university life and learning, and to the academic and social skills needed for success. Includes instruction in basic reading and writing skills with a diversity-rich curriculum, social outings, and a community service component. A failing grade must be made up prior to advancement to the Sophomore level. Students will be placed into this course with a 450 or lower SAT Verbal score or a 17 ACT score or lower. Students without SAT/ACT scores are required to take the First-Year Language Assessment during Orientation Week. This course must be taken prior to ENGL 120C, and both this course and ENGL 120C must be passed before a student can take ENGL 220C. A minimum grade of D- is required to pass.

☞ **Classroom Meeting Times**

MWF, 50 minutes per class, 3 units/semester

Fridays on Moodle (turn in assignments, watch on-line videos, do peer-editing, post on forums)

☞ **Resources for Syllabus Design**

* Writing-Intensive Cornerstone Syllabus Template

*Core Student Learning Outcomes (forthcoming from Core Curriculum Committee)

*Citation Style Handouts (<http://www.vanguard.edu/writingcenter>)

*English SLO Rubrics (Writing, Research, Integration, Diversity, Communications/Media)

*Recommended Textbook: *Crossing America, A Reading & Writing Rhetoric* by Hunt & Patterson

☞ **Resources for Teaching**

*Culturally Responsive Teaching, a Moodle course for Faculty designed by Ann-Caryn Cleveland & Communications dept. colleagues: <http://moodle.vanguard.edu/course/view.php?id=176>
(the enrollment key is tools4teaching)

☞ **Reflective Essay Topics (2 to 3 pages each; use the citation style for your major)**

*Story of a Name: How did you get your name & what does it mean? (Thanks to Dr. Randall Lindsey)

*City-Serve, a Reflective Essay on our Community Service Project: Describe your experience and any lessons or changed perceptions from interacting with people of different backgrounds & serving a city.

*My Cultural Background: What is culture? What is your cultural background (ancestry, immigrations, nationalities, ethnicities, race, socioeconomic status, languages, geographies, religion? How did where & how you grew up shape you)? Describe the first time you realized you belong to one or more categories of race and/or ethnicity. Describe a time when your race or ethnicity gave you an advantage, and another time, a disadvantage. How does our Christian faith play into how we serve & interact with people of different backgrounds & all walks of life (encourage students to go beyond “color-blind” and “treat everyone the same” – refer to Diversity Rubric)?

*Career Exploration Essay: Based on the results of your personality/career inventory, summarize your strengths & indicators and possible Vanguard majors, co-curricular activities, and future career paths.

*Intercultural Interview, Me & My Friend: As a class, create five or so questions to ask a friend about his or her cultural background. Choose a Vanguard friend (either in class or outside class) to interview. Write a one-page essay describing differences & similarities in your backgrounds & attitudes. This assignment helps students learn to appreciate differences on individual levels through cultural comparisons. (Thanks to Dr. Ludmila Praslova)

*Challenges & Privileges: What are some challenges you & your family faced while growing up? On the flip side of the coin, what privileges did you & your family enjoy?

*Labeling, a Reflective Essay after Negative Stereotypes Activity: How does it feel to be labeled? Why? How do you perceive yourself & others after the knowledge you have acquired from this exercise?

**Cornerstone Faith Integration Assignment:* Case study (one of your courses), Interview (one of your professors), Research what a faith-based college or university is & define integration of faith and learning, Personal expectations, Peer interview of another student. (Thanks to Dr. Daniel de Roulet)

✂ Multimedia Presentation on American Diversity: Digital Storytelling

***Digital Storytelling Assignment (video or PPT):** Students collaborate in pairs or trios to create a digital story about a prominent figure in an American historical moment where civil rights concerning race, class, gender, or ethnicity were at stake. Requirements: MLA format annotated bibliography, in-class multimedia presentation. Sample Topics: Japanese Internment, Women's Suffrage Movement, Migrant Farm Workers' Movement, Trail of Tears, Civil Rights Movement.

Guidelines for Storyboard: <http://www.mercer.edu/mumc/digitalstorytelling.htm>

Scripting Handout for Students: <http://www.mercer.edu/mumc/Scripting%20the%20Digital%20Story.pdf>

Digital Storytelling: Digital History @ University of Houston: Lesson Plans, History Lectures, American Movements, On-Line Videos -- <http://www.digitalhistory.uh.edu/>

Annotated Bibliography for Digital Storytelling Topic: 5 electronic sources, each annotated, Library Visit

✂ Money Management on Moodle: Student Financing

Ask students to keep a spending journal & create a short-term and long-term budget.

Better Money Management for Students: Financial Workbook, Definitions, On-Line Resources

http://usa.visa.com/microsites/goresponsibly/pdf/student_workbook.pdf

✂ In-Class Diversity Activities: Ideas & On-Line Resources

***First Class:** Invite students to establish ~ Safe Rules & Class Courtesies: Trust & Respect

***My Name:** "My Name" read aloud the vignette from *House on Mango Street*, Sandra Cisneros

House on Mango Street, "My Name:" <http://theliterarylink.com/mangostreet.html>

Forum Post: What did you learn about yourself in reflecting upon your name? How do you perceive yourself after the knowledge you have acquired from this exercise?

***My Cultural Background:** PBS: *People Like Us* -- Self-Quizzes, Games, Readings -- www.pbs.org/peoplelikeus/

Forum Post: What do you appreciate about your cultural background (what makes you proud)? How has your cultural background shaped your personal identity?

Cal State Fullerton, sample assignment:

<http://staffwww.fullcoll.edu/lpratt/intercultural/assignments/Cultural%20Background%20History.pdf>

Concise Definitions of Culture: <http://www.carla.umn.edu/culture/definitions.html>

Christian Multicultural Competence: <http://www.buckner.org/reyes-sermons/crosscultural.pdf>

***Intercultural Interview, Me & My Friend:** Students will read a sample Intercultural Communications paper by a student in Professor James Keaton's class at the University of Northern Colorado, Professor of Communication Studies. Sample interview questions are provided therein. Please note: This paper is 10 pages & downloadable as a Word document. <http://www.unco.edu/keaten/Sample%20Interview%20Paper.doc>

Forum Post: What did appreciate about your friend's culture?

**Challenges & Privileges: "Handedness Exercise" and "Colored Dots"*

<http://www.diversityweb.org/DiversityDemocracy/vol11no3/gilbert.cfm>

Forum Post: How do you perceive yourself and others after the knowledge you have acquired from this exercise?

** Negative Stereotyping & Labels:* Have students write down negative stereotypes (race, class, ethnicity, gender, physical ability) on adhesive labels. Collect the labels. Without showing what's written the labels, affix them to each student's forehead at random (note: do not match label to actual race, ethnicity, etc.), so each student doesn't know what the label says. Ask students to react to one another according to what's written on the labels and have the person guess what the label says. After twenty-five minutes, have students guess what's on their labels. For post-activity debriefing, have students share how they felt about being labeled and what they learned about the effects of negative stereotyping.

Memory project: <http://www.memoryproject.info/psy331/PSYC331-4.pdf>

Pine Manor College:

<http://community.pmc.edu/ngule/PY101/Powerpoints/9%20stereotype%20and%20prejudice.ppt>

Beacon Learning Center: http://www.beaconlearningcenter.com/documents/1823_4750.pdf

Forum Post: How do you perceive yourself and others after the knowledge you have acquired from this exercise?

**Additional Resources:* Diversity Activities Packet -- <http://pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf>

✂ Basic Writing Skills: Ideas

**Spend some class time at least once a week on basic writing skills*

**On-line quizzes: Moodle*

**One-on-One Peer Editing (last page of Cornerstone Faith Integration Assignment & Writing Center handout)*

**Round Robin (group peer-editing/sharing/feedback)*

**Sentence & Paragraph Construction (Writing Center handouts)*

**Writing a Thesis Statement PPT (Writing Center)*

**Writing a Smooth Paper PPT (Writing Center)*

**Bugaboos Top Ten Hit Parade PPT (Writing Center)*

**Critical Thinking & Writing PPT (Writing Center)*

✂ U.S. Census Special Project Reports – Resources Shared by Dr. Marty Harris

According to Dr. Harris: "These comprehensive and public reports were prepared by federal ethnicity specialists, population statisticians, and specialists representing (Hispanic, Asian, Black, Native American and other groups). The reports which are very interesting, easy to read and to use, include demographic information, numbers, percentages, educational statistics, and economic characteristics for the various groups under each category. Most information is based on 2000 census data and will change as new data comes in and as new evaluation procedures and related reports are produced. The links are provided below for you to connect directly into these websites." I found these reports colorful, educational, and indeed, wonderful curriculum possibilities.

We the People: Hispanics in the United States (Issued December 2004)

<http://www.census.gov/prod/2004pubs/censr-18.pdf>

We the People: Blacks in the United States (Issued August 2005)

<http://www.census.gov/prod/2005pubs/censr-25.pdf>

We the People: Asians in the United States (Issued December 2004)

<http://www.census.gov/prod/2004pubs/censr-17.pdf>

We the People: American Indians and Alaska Natives in the United States (Issued February 2006)

<http://www.census.gov/prod/2006pubs/censr-28.pdf>

We the People of Arab Ancestry in the United States (Issued March 2005)

<http://www.census.gov/prod/2005pubs/censr-21.pdf>

We the People of More Than One Race in the United States (Issued April 2005)

<http://www.census.gov/prod/2005pubs/censr-22.pdf>

We the People: Women and Men in the United States (Issued January 2005)

<http://www.census.gov/prod/2005pubs/censr-20.pdf>

☞ *Additional Ideas:* Multicultural Faculty Mentoring for Students

~ Faculty Affiliates, Office of Diversity Programming & Mobilization

A new faculty-student mentorship idea: How about faculty affiliates for Jamie Brownlee's Office of Diversity Programming & Mobilization? This will bring Jamie some support from enthusiastic faculty, connect students with diverse faculty for professional-academic-spiritual mentoring, and create more visibility for teaching & research in diversity areas.

Faculty affiliates don't necessarily have to teach the new Cornerstone class, but I would encourage colleagues to visit at least one class for a personal introduction, even only five to ten minutes, to introduce their areas of expertise, background & contributions to diversity, & office hours. If available on Saturday, faculty affiliates could participate in City Serve.

☞ *Co-Curricular Resources:* Student Life, Vice President Ann Hamilton

Jamie Brownlee (Director of Office of Diversity Programming & Mobilization)

Josh Harrison (Coordinator of Global Initiatives, English Adjunct Instructor, Writing-Intensive Cornerstone)

Megan McDanel (Coordinator of Community Integration)

Beth Lorance (Coordinator of Emotional Wellness Programs)

Rachel Lund (Resident Director of Catalina Hall)

Markita Roberson (Coordinator of Undergraduate Religion Program, Women's Studies Adjunct Instructor)

Tim Young (Director of Residence Life & Housing)



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