Call for new Technology Fellow

Diego Méndez-Carbajo is rotating off as the inaugural Technology Fellow. The CETAL is seeking a new fellow to build on the initiatives and momentum that Diego has created over the last 3 years to support and enhance pedagogy with technology. Interested faculty should submit an electronic 1-2 page statement and a 2 page CV to Lynda Duke (lduke@iwu.edu) by 4:00pm Friday, August 26. Statements of interest should include qualifications and interest in this position. The CETAL will review the applications and make a recommendation for appointment to the Provost, by August 31, 2016. It is expected that the Technology Fellow will begin his/her appointment in September, 2016.

2016-18 Mellon Foundation Grant Engaging Tomorrow’s Students

The Andrew W. Mellon Foundation has awarded a $350,000 grant to Illinois Wesleyan University to develop a comprehensive, three-year program of new curricular approaches and pedagogical reform. The primary aim of the initiative, entitled Engaging Tomorrow’s Students, is to increase student engagement and enhance pedagogical practices across campus. Lynda Duke, Associate Dean for Curricular and Faculty Development, serves as the project director and coordinates implementation in consultation with the CETAL. Provost and Dean of Faculty Jonathan Green supervises this initiative.

You can read the full grant proposal here: https://www.iwu.edu/melloncenter/faculty-development.html

Engaging Tomorrow’s Students supports five major initiatives over the next 2.5 years to enhance student engagement and strengthen pedagogical practices across the curriculum:

1. 15 team-taught courses that experiment with varied ways of teaching. We have awarded two team-teaching grants in the first round of Call for Proposals: Art 275/Bio 275 “Hide & Seek” (Profs. Strandberg and Lehr), and PSYC 376 “Aggression and Violence” (Profs. Kerr and Vicary). You can read these proposals here: https://www.iwu.edu/melloncenter/faculty-development.html

The second round of team-teaching grants is due September 15th, 2016. Proposals for team-teaching courses in Spring, May, and Fall 2017, and Spring,
May and Fall 2018 are welcome at this time. Please note: All team-taught courses supported by this grant must be taught by December 2018.

2. Three teaching fellows were appointed by the Provost to serve as resources for faculty in their respective areas: Prof. Abigail Kerr for Independent Undergraduate Research; Prof. Carmela Ferradáns for Multimodal Literacies; and Prof. Dani Snyder-Young for Oral Communication.

3. The search committee for a full-time Visiting Assistant Professor of Humanities was identified: Kristine Nielsen, School of Art; Scott Sheridan, French and Italian; Carmela Ferradáns, Chair of the CETAL and Campus Teaching Fellow (Multimodal Literacies); and Lynda Duke in her role as Associate Dean and project director. The committee met once, elected Kristine Nielsen as chair, and drafted a plan to go forward. A position description will be created and posted in early fall, on-campus interviews will be scheduled in the spring, and the visitor will be on-campus for the 2017-2018 academic year.

4. Four curricular and pedagogical symposia per year; and

5. Four workshops on the humanities and intercultural communication per year.

The CETAL welcomes any suggestions you might have for speakers and/or workshops that might fall under any of these initiatives. Please send an email to Lynda lduke@iwu.edu or Carmela cferrada@iwu.edu

The Mellon Center webpage contains useful resources for teaching and learning as well as information related to: Curriculum Council; Faculty Development Committee; Faculty Development and Curriculum Council handbooks; General Education; and May Term: https://www.iwu.edu/melloncenter/

The CETAL has a new digital space in the Mellon Center webpage. Please visit this site for a variety of resources for teaching, rubrics, syllabi, collaborative teaching, course clusters, and tips for technology-enhanced teaching & learning. This year we are providing a syllabus template that includes language on course clusters, the 2016-2017 university theme (Women’s Power, Women’s Justice), and a Diversity Statement you are welcome to include in your syllabi:

https://www.iwu.edu/mellon-center/teaching-learning/cetal.html

Team & Collaborative Teaching. For those of you team-teaching and participating in the course cluster next semester, consider visiting The Center for Teaching at Vanderbilt University webpage. It has excellent tips on how to design a team-taught course: http://cft.vanderbilt.edu/guides-sub-pages/teamcollaborative-teaching/

If you are experimenting with blended or hybrid pedagogies, you can find some useful tips from EDUCAUSE (http://www.educause.edu/) and basic standards for technology-enhanced teaching & learning at the CETAL site: https://www.iwu.edu/mellon-center/teaching-learning/cetal.html
As always, please send any comments you might have about this webpage content directly to Carmela cferrada@iwu.edu

The University Intellectual Theme for 2016-17 is Women’s Power, Women’s Justice.

You can find more information on the theme and blurbs to include in your syllabi here:

https://www.iwu.edu/annual-theme/2016/

The Mellon Center Teaching and Learning library continues to grow. We have printed copies of the AAC&U Liberal Education and Peer Review magazines; printed copies of workshop materials; and a variety of printed books related to teaching and learning. You can peruse and checkout materials at the Mellon Center front desk on the 3rd floor of CLA. We welcome your suggestions and recommendations for additions to the library. Please send an email to Carmela cferrada@iwu.edu

Heartland Community College workshop on lesson design, October 7th 2016
Heartland Community College, in Normal, IL, is hosting a day-long workshop on October 7th that focuses on lesson design using Universal Design for Learning (UDL) principles. A trainer from CAST (Center for Applied Science Technology) will be leading the workshop. For more information about CAST, see http://www.cast.org/

IWU faculty who are interested in participating in the workshop, can register by contacting Zach Petrea at 309-268-8613 or Zach.Petrea@heartlaned.edu.

Illinois State University Center for Teaching, Learning, & Technology has very useful resources for teaching and learning, including specific workshops throughout the year. You can access the information here: http://ctlt.illinoisstate.edu/courses/

UPCOMING EVENTS

• August 17th Writing Program’s August Writing Workshop
  From 1:00 – 4:00 on the second floor of State Farm Hall, the August Writing Workshop presents different sessions for faculty that offer opportunities to get immediate, practical feedback on writing and writing-related pedagogy.

• August 17th & 18th Writing Presentation and Workshop
  Kathleen Yancey will present at 4:00 on the 17th in the Beckman Auditorium, Ames Library and the all day workshop Teaching for Writing Transfer (TFT): Current Lessons, Promising Directions is on the 18th.

For more information on these workshops and presentation, please contact Mike Theune, Director of the Writing Program mtheune@iwu.edu
• **Friday, August 19th** Mellon Teaching Fellows Roundtable and Workshop.  
   2:00-5:00PM  SFH 201  
   Please join the Mellon Teaching Fellows (A. Kerr, C. Ferradáns, and D. Snyder-Young) to discuss current practices, and to generate ideas for possible topics to explore and future projects you might have in these areas: Undergraduate Independent Research, Multimodal Literacies, and Oral Communication.

• **Friday, August 26th** Fall Faculty Conference “Diversity and Inclusion”  
   9:30-12:00 PM

• **Monday, August 29th** non-org  
   Deborah Halperin, director of ARC, will present on new and exciting plans for a Peace Corps Prep program at IWU.

• **Monday, August 29th** “Meet the class of 2020”  
   4:00PM in Davidson Room

   Please join us for a presentation and discussion about our incoming class of 2020. Bob Murray, Dean of Admissions, will provide an overview of the academic profile and demographics of our first year students; Chandra Shipley, Director of Academic Advising/Coordinator of Disability Services, will discuss advising tips to meet the needs of our new students; Annorah Moorman, Assistant Dean and Director of Counseling Services, will focus on the psychological and emotional aspect of these students; Stacey Shimizu, Director of the International Office, will discuss specific areas of opportunities and concerns of our incoming international students in the University's history, and Brandon Common, Assistant Dean of Students, will discuss specific areas of opportunities and concerns of our domestic diversity students. This event is sponsored by the Mellon Center and CETAL.

• **Thursday, September 8th** Teaching Circles Luncheon  
   Noon in CLA 300

   In an effort to promote developmental feedback on faculty members’ teaching practices, the Mellon Center and the Council for Excellence in Teaching and Learning (CETAL) are sponsoring a Teaching Circles program. Under this program, groups of three or more faculty members from different departments or programs confer and offer constructive feedback with regard to syllabi, assignment construction, and/or the use of pedagogical methods in a live classroom situation.

   If you are interested in participating in a teaching circle in the fall 2016, please send Carmela (cferrada@iwu.edu) an email by Friday, September 2.

   In your email please note if you already have a circle, if you would like to be teamed up with other faculty across campus, or if you would like to work in a specific task or problem.

• **Monday, September 26, non-org**  
   “Faculty Collaboration Across Disciplines” Prof. Ferradáns
Please join Prof. Ferradâns in an informal discussion about different models for faculty collaboration across disciplines, such as team-teaching and linked courses.

- **Tuesday, October 4th**, Drs. Moises Orozco & Brandon Common
  4:00-5:00PM Davidson Room
  *Culture Shift: Rethinking the deficit perspective toward students of color in higher education*

Much of the discourse surrounding students of color in higher education operate from a deficit perspective highlighting what these students are lacking in their educational journeys. In this presentation Drs. Moises Orozco (University of Illinois at Urbana-Champaign) and Brandon Common (Assistant Dean of Students) will discuss existing literature on African American and Latino(a) students in higher education and share frameworks that challenge deficit thinking toward these groups. This workshop is sponsored by the Mellon Center, CETAL, and the 2016-2018 Mellon Grant.

**PLEASE SAVE THE DATE**

2017 January Pedagogy Symposium

Fri & Sat

JAN 13-14

More information on the 2017 January Pedagogy Symposium to come shortly.

**UPDATE FROM BLAISE**

During the last year of the Teagle-funded project “Hybrid Learning and the Residential Liberal Arts Experience” its online modules are undergoing a complete overhaul of content and format by the instructional developers at Smart Sparrow. The scale and complexity of this task has pushed back their release date so that only one module, on Information Fluency competencies, will be available for course adoption this fall semester. It is expected that at least a second module, on Communication and Presentation skills, will be released at some point in September.

Please contact Diego Méndez-Carbajo dmendez@iwu.edu if you have questions about this initiative.

**SUGGESTED READINGS IN TEACHING & LEARNING**

For the latest hot topics in liberal education, you can follow AAC&U’s Liberal Education News Watch: [http://www.aacu.org/liberal-education-news-watch](http://www.aacu.org/liberal-education-news-watch)

“This book offers a comprehensive set of guidelines based on a sound theoretical foundation, as well as empirical research that will enable college teachers to narrow the gap in cross-cultural teaching and student learning and assist teachers in transforming learning for all students across the many cultures that exist in the classroom.” Foreword by Joseph L. White (xi).


Written in a conversational style, this book introduces students to the foundations of intercultural communication, a vibrant discipline within the field. Authors Stella Ting-Toomey and Leeva Chung take a multicontextual, inclusive approach that balances international and intercultural communication issues against U.S. domestic diversity issues. In addition to emphasizing a value-oriented perspective on intercultural encounters, the text contains a robust ethical chapter, complete with specific guidelines that will help students become ethical intercultural communicators.

By integrating current empirical research with lively intercultural examples, the authors ask thought-provoking questions and pose ethical dilemmas for students to ponder. The text offers a sprawling treatment of such topics as ethnic and cultural identity change, culture shock and intercultural adjustment, romantic relationships and raising bicultural children, global identity challenges, and decision-making choices in intercultural ethics. Amazon blurb.

These two articles recommended by our colleagues in the Faculty Committee on Diversity in preparation for the 2016 Fall Faculty Conference:

**Under Fire, A Dean Departs by Scott Jaschik**

**Language, Racism and a Protest by Dick Gregory**

Older issues of MC News can be found at the events page in the Mellon Center webpage. Here you also have a CETAL Google® calendar for your convenience:

https://www.iwu.edu/mellon-center/events.html

I hope you had a wonderful and relaxing summer. I am looking forward to seeing you and hearing from you in the fall.

Carmela Ferradáns, your CETAL chair
Course title and number

Semester, meeting time and place
Instructor name & contact information
Office hours

COURSE DESCRIPTION
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COURSE LEARNING GOALS
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GENERAL EDUCATION GOALS
If your course meets any general education requirement, you may place the category goals here. This is an example for a course that meets the Literature requirement.

- Help students to recognize and understand the importance of the structure and style of a literary text;
- Encourage students actively to engage their imaginative faculties when they read;
- Enable students to connect the literature they read to the cultural and social context in which it was written, or the context it portrays;
- Develop students’ ability to interpret literary texts.

COURSE MATERIALS AND ACCESS
Required texts and readings, course packs. How to get materials including relevant instructional technologies. Additional resources such as study groups, and co-curricular activities (university theme, course clusters, International Film Series, faculty and/or student presentations, etc)

Link to course Moodle page here if you have one. Also, briefly explain any Moodle-related policies you might have for the course.
In the spirit of collaboration and mutual support, a working group of faculty, students and staff members selected “Women's Power, Women's Justice” as a 2016-2017 intellectual theme that reflects faculty-led interest that we hope will permeate the campus community and conversations throughout the academic year.

In the United States today, women’s contributions in a wide range of endeavors are both expected and celebrated. Women are leaders in politics and business with increasing numbers of women representatives, company leaders, and local officials. Women’s creative work in the arts, entertainment and literature is garnering not just attention but also national and international awards. More women are attending college than ever before, more are receiving advanced degrees, and nearly 200,000 women are currently athletes in programs across the country. But these examples of success are relatively new, and equal justice for women has not always been found here and around the world.

**Liberal Arts Course Clusters**
https://www.iwu.edu/academics/course-cluster/

Liberal Arts Course Clusters at IWU:
- Promote interdisciplinary thinking
- Provide opportunities for experiential learning
- Allow students to connect with community initiatives
- Encourage and showcase student interdisciplinary work
- Expose students to a variety of modes of expression

**3D Series Diversity, Dialogue & Dignity**
The 3D Series is a campus-wide collaboration to have engaging and thought-provoking dialogue on Thursdays at 7pm. All events are open to the Wesleyan community.
For more information on this program, please visit:
https://www.iwu.edu/student-diversity/3Dseries.html

**International Film Series (IFS)**
https://www.iwu.edu/IFS/

Thursdays @ 7:00 p.m. Beckman Auditorium, The Ames Library
All films are shown in their original language with English subtitles, unless listed otherwise.
Films are closely tied to courses or academic programs. Faculty members present a short introduction to each film, and there are often group discussions after films.
GRADING METHOD AND GRADING SCALE
Clear, explicit statement of assessment process and measurements. What follows is just an example of course work and grading scale.

Course Work
Attendance/Participation 10%
Co-curricular activities 5%
3 small written projects 30%
2 oral projects 20%
Final paper or project 20%
Exams & quizzes 15%

Grading Scale

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CLASS ATTENDANCE POLICY
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OTHER COURSE POLICY
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DIVERSITY STATEMENT
It is my goal that the content you learn in this class will be reflective of the diversity of the world at large. I welcome the opportunity to have a healthy mix of people from varying backgrounds who bring a diversity of ideas, experiences, and cultural beliefs to this course. This is a “Safe Zone” and discrimination by race, ethnicity, class, gender, sexual orientation and identity, disability, national origin and citizenship status, age, language, culture, religion, and economic status will not be tolerated.

[Language adapted from Professor Amanda Hopkins, School of Nursing]
What is plagiarism? Plagiarism is the intentional or inadvertent misrepresentation as one’s own, the words, ideas, research data, formulae or artistic creations of another individual or collective body, without giving credit to the originator(s) of those words, ideas, data, formulae or artistic creations.

Examples of plagiarism:

- Submitting in one’s own name a term paper, report or document written by someone else or obtained from a commercial agency.
- A document that is only partially of one’s own creation; combining original content with text, data or graphics taken from another source such as an encyclopedia, book, journal article or downloaded from the World-Wide-Web.
- Paraphrases of the ideas or words of others without proper acknowledgement.
- Original work based on the ideas of others without proper acknowledgment.

Why one should not plagiarize: The scholarly community recognizes that it is virtually impossible to write everything with such originality that one never employs the ideas and words of another. However, by providing proper citations to other works, a writer shows his or her ability to enter into dialogue with the scholarly community of a specific discipline, building upon what has already been said and adding his or her own voice. Plagiarism on the other hand is contrary to the ideals of scholarship. It is subversive to sound education and ethically dishonest.

Consequences of plagiarism at IWU: Because IWU takes very seriously the responsibility of ethical scholarship and writing, plagiarism can result in a failing grade for an assignment, a course, or in some cases, separation from the University. It is the responsibility of instructors who discover instances of plagiarism to report these to the Associate Provost of Academic Planning and Standards in writing. Only after such a report has been filed can an appropriate punitive response be determined. The instructor must also inform the student at the time that the report is filed. The Associate Provost of Academic Planning and Standards is responsible for seeing that the appropriate penalty is recorded in all cases not requiring action of the Academic Appeals Board.

TENTATIVE WEEKLY SCHEDULE

Week 1
Introduction to the course & the Syllabus.

Week 2
Readings & visual material

Week 3
Readings & visual material

Week 4
Readings & visual material
**Week 5**  
Readings & visual material

**Week 6**  
Readings & visual material

**Week 7**  
Readings & visual material

**Week 8**  
Readings & visual material

**Week 9**  
Readings & visual material

**Week 10**  
Readings & visual material

**Week 11**  
Readings & visual material

**Week 12**  
Readings & visual material

**Week 13**

**Week 14**  
Course evaluations  
Course cluster open house

**Week 15**  
Final exam & final project due