

Council on General Education Minutes
October 8, 2019
10-11:00 a.m., Stevenson Hall 140

Attending: Becky Darner, Rachel Gramer, Rocio Rivadeneyra, Brian Aitken, Sally Parry, Yun-Ching Chung, Chris Worland, Malinda Aiello, Carla Pohl, Liz Sattler, Stella Liao, Katie Fisher, Lance Lippert

1. Approval of September 24, 2019, Minutes

Minor revisions (if desired): name check, sometimes first names, sometimes last

Move: Darner, Second: Parry

2. IDS 121A22 French Cinema: Art, History, Culture (new course proposed for LH)

Parry: LH historically has been writing intensive courses; discussion of whether or not current proposal has enough writing to be considered writing intensive for LH purposes

Darner: points to specific place in syllabus “learn from each other,” reading others’ writing even though there’s no clear way that this is enforced or assessed

Gramer: assigning writing and teaching writing aren’t the same, course doesn’t have a lot of writing (1 short paper, 1 final paper, journal reflections); but how do people know/understand the LH outcome, how/where have we asked people to attend to writing intensive for all LH course proposals

Aitken: this course seems similar to other LH courses that have gotten approval; issues with how much writing is needed to count, 35 pages was a previous standard

Parry: writing intensive defined in “General Education Course Requirements” as 5 writing assignments, with focus on specific improvements to writing

Warnock: course proposal includes additional information from an instructor about teaching philosophy that describes writing, what it looks like; but is this

Darner: suggestion to put language from LH Designation Support into syllabus, with clear expectations that this course will be writing intensive

Consensus: would be helpful for all faculty, departments, programs to have the full description of the “General Education Course Description Guide,” that was distributed to us at the beginning of the year; we searched online and could not find this guide available; request for this to be made not only visible, but foregrounded where people can find it

Parry: move to accept pending revision to syllabus, statement from LH Designation Support, to syllabus

Rivadeneira: this course isn't a writing or humanities course, but exercises writing within knowledge of humanities, to be used to learn other topics, because this is an IDS course

All: more discussion of whether or not there is enough writing, enough attention to teaching writing

Sattler: how much teaching revision, for example, is possible in a 4-week course?

Aitken: this might be the last time it was taught, it could be any number of weeks, and should be able to have expectations for any course regardless of length

Rivadeneira and Pohl: question whether or not new course proposals are required to articulate not just which gen ed outcomes they will meet, but specifically how

Lippert: where/what are learning goals for the course? [clarified, on syllabus]

Rivadeneira: our job might be to determine whether or not courses meet CGE; but this course is IDS, so should we be looking at it differently because it's an IDS course; should we be evaluating whether or not this is a valid IDS course; all IDS 122 courses are LH, so they're interdependent

Worland: what suggestions are we making? To have more writing? Or different writing? Do we just need clarity about not just what writing is done, but how writing is talked about and revision/process are done

Darner: review motion from Parry (make revisions to syllabus, adding language about writing from LH Designation Support document)

[no second]

Aitken: move to table this proposal, get revisions that don't just add the statement from the LH Designation Support, but also clarifies when/how those aspects of writing are integrated into the course and into course assignments

Parry: withdraw motion

Parry: 2nd Aitken's motion

All in favor: unanimous

3. IDS 133A28 Study Abroad: Bologna, Italy (new course proposed for H)

Chung: course goals in syllabus?

Darner: described in course expectations, all courses expected to have goals, all syllabi are also different

Lippert: is this consistent with other study abroad courses?

Aiello: do students already need to know Italian? If all the readings are in Italian.

Aitken: expectation that people will have taken Italian and will also take it there

Pohl: move to approve this course for H credit

Rivadeneira: second

All in favor: Unanimous

4. IDS 213 Comics, Graphic Novels, and Society (new course proposed for SS)

Parry: question whether or not this is SS, because it's a lot about humanities, film, and culture

Worland: course attends heavily to social psychology and cultural constructs

Pohl: move to table until materials are complete, need supporting documents, including which gen ed outcomes are being met (and how), how it's an IDS course, right now it's still labeled as PSY 392, new syllabus needed

Lippert: 2nd

Discussion: Aiello: syllabus says this is a psychology course, Aitken: how is this an IDS course?,

Parry: if this is modeled after a senior capstone course in psychology, has it been adapted enough for gen ed, for IDS, for a 200-level course

All in favor: unanimous

Final discussion point

Aitken: propose a discussion in next meeting for shutting down new gen ed proposals, not to decide/do it next meeting, but to discuss it as a group

Course proposals moved to next meeting

DAN 152 Experiencing Dance (new course proposed for FA)

IDS 121A67 City as Text: Barcelona (new course proposed for LH)

Move to adjourn: Pohl

Second: Lippert