**INTG 300 Learning Integrations Course Development and Teaching Guidelines**

Date: Created and approved by the General Education Curriculum Committee (GECC) and the Interim Dean for Curriculum and Assessment, February 2023.

**Course Overview**

Prerequisites: INTG 100 Learning Foundations, Theo 100, CSD:I, WR, 3 Thematic Courses in the same theme (at least 1 Thematic Focus).

Pre- or co-requisites: 3 AR events and reflections (with a 4th completed in INTG 300).

Theological Integrations (TI) is a pre or co-requisite for enrollment in INTG 300 until Spring 2024. Starting in Fall 2024, TI is a pre-requisite for enrollment in INTG 300.

While not pre-requisites, students should be encouraged in advising to have completed as many Integrations Curriculum courses as possible prior to taking INTG 300, including courses with a GL, EX, and a BN.

Learning Integrations is a 4-credit course that will be taken in the one of the student’s final two semesters after they have taken their three same-themed courses. It is recommended that students complete as many of the Integrations Curriculum requirements as possible, including Engagements, before taking this course. Courses will be capped at 18 students. This course cannot count toward a major. The course cannot carry engagements. This course will include an embedded AR event.

Learning Integrations functions as both a writing-intensive course and a culminating general education experience. Students build on their writing skills acquired in the foundational writing courses (Learning Foundations/WR) with a focus on the integration and transfer of student learning across their college experience. This will be an opportunity for students to draw connections between their thematic coursework, general education courses, and co-curricular activities. Students must demonstrate reflection on their learning and how they address complex values.

While INTG 105 and 100 function to help students transition in to CSB and SJU and set them up for success when they are here, INTG 300 functions to help students reflect on the knowledge and skills gained while at CSB and SJU and set them up for success as they prepare to transition out of their undergraduate education experience.

**Common Elements in Each Section**

* Culmination of Integrated Portfolio - students account for and reflect on the artifacts from their general education and other program work.
* Integrated Knowledge Essay(s) (Common Good 2 and Write 3)
* DEAL reflection for Metacognition 3
* AR/ARTE event and associated DEAL reflection

**Class-specific Elements**

* Instructors choose topical materials for the course that help students frame the connections between their liberal arts education, the common good, and next steps after college.
* Instructors create appropriate assignments
* Instructors design the daily activities
* Instructors choose their own assignment for assessment the Speak 2 learning goal

**Integrated Knowledge Essay(s)**

The Integrated Knowledge Essay is the culminating act of the general education curriculum. It meets Common Good 2 and Write 3. It is both a process and a product, a pedagogical activity and an assessment activity. The essay will be done in multiple drafts. The essay requirement can be completed in 1 essay or in 2 essays (1 addressing Common Good and 1 integrating themes/Ways of Thinking). The essay(s) will, in total, make up approximately 2500-3000 words (10-12 pp.). The Integrated Knowledge Essay can build on student work from thematic courses, engagement requirements, co-curricular activities, and other experiences from their time at CSB+SJU.

* Main Question: What is a responsible life and how does it connect to the common good?
	+ Students will describe their own vision of a morally responsible life and how it connects to the common good in the context of their main theme (justice, movement, or truth).
	+ Students will draw on their coursework and other experiences to provide evidence and support for their vision.
* Other requirements of the essay(s):
	+ Students need to demonstrate how the issues they are discussing are embedded in everyday life and institutions**.**
	+ Students need to demonstrate how their themed coursework illustrates different approaches to the same theme and how thinking about an issue through different approaches might be valuable.

**INTG 300 Learning Outcomes**

Common Good 2 – Intermediate

Students identify different ideas of what the common good is, including the varied ways in which the common good has been and might be pursued across time, place, and context. Their analyses demonstrate their understanding of the complexities of moral life and moral responsibilities on an individual and civic level.

Metacognition 3 – Advanced

Students apply their metacognitive knowledge to improve their problem-solving processes, and to strengthen learning strategies.

Speak 2 – Intermediate

Students organize a presentation with a clear central message that is consistent with relevant supporting material(s). Delivery techniques make the presentation interesting, and students appear comfortable.

Write 3 – Advanced

Students demonstrate a thorough understanding of context, audience, and purpose and use relevant and compelling content. The language is clear, fluent and virtually error-free.

**Detailed Teaching Guidelines**

**Integrated Knowledge Essay (Common Good 2 and Write 3):**

1. Students could complete the Integrations Knowledge Essay in 1 or 2 Essays.
2. The meet the Common Good 2 learning goal, students will answer the following: What is a responsible life and how does it connect to the common good? In their essay, students should:
	* describe their own vision of a morally responsible life and how it connects to the common good in the context of their main theme.
	* draw on their coursework and other experiences to provide evidence and support for their vision.
	* demonstrate how the issues they are discussing are embedded in everyday life and institutions**.**
3. Students also need to demonstrate how their themed coursework illustrates different approaches to the same theme and how thinking about an issue through different approaches might be valuable as part of the expectation for the Integrated Knowledge Essay (s). This might be part of the essay prompt that also addresses the questions about the Common Good (so 1 larger, 10-12 page essay) or be approached as a separate essay (the 2 essays totaling 10-12 pages).
	1. Instructors can relate their chosen course content/approach to the topic of this essay if they so choose.
4. Write 3 Learning Goal:
	1. “Students demonstrate a thorough understanding of context, audience, and purpose and use relevant and compelling content.”
		1. Context, audience, and purpose always arise from the specific requirements of a kind of written text and its role in a discipline or field of study. For example, a grant application has a different context, audience, and purpose than a literary analysis essay or a literature review.
		2. The following description from the Purdue OWL is helpful: “Style is contextual, meaning that it is determined by the media of writing and publication, the author’s aims, and the intended audience. Using casual or simple language in a formal document would be inappropriate, for instance, because it might give the audience the impression that the author doesn’t fully understand the importance of the work, that they don’t take the audience seriously, or that they simply don’t have a very extensive vocabulary (which could affect their ethos, or credibility). Conversely, a social media post from a prominent political figure might demand a certain level of seriousness or decorum. When taking context into account, a writer needs to consider not only what they would like to say and how, but also what their audience needs and wants to get from the text.”1
		3. Consideration of the context might mean....
			1. Developing and highlighting the historical or contemporary context of a given point in time, claim, or event
			2. Writing in different genres
			3. Writing about a topic for different audiences
			4. Defining terms, explaining concepts, or explicating details in such a way that the argument can be understood by the reading
		4. Consideration of the audience might mean…
			1. Adjusting writing style, content, structure, etc. to meet the needs of a particular audience
			2. Being mindful of who will read the piece of writing, both the literal audience (faculty, other students in the class) and imagined audience.
		5. Consideration of the purpose of their writing might mean…
			1. Persuading the reader to accept, learn from, or agree with the claims made in the piece of writing
			2. Persuading the reader to change their outlook, worldview, or opinion about a given topic
			3. Writing for a particular audience so that the argument is clear and easily understood
			4. Writing to meet the standards and expectations for a particular discipline or style of writing
		6. “Compelling content” can be drawn from class readings, from the student’s previous coursework over their 4 years, or from additional research depending on the faculty member’s instructions.
	2. “The language is clear, fluent, and virtually error-free:”
		1. Faculty should devote a significant amount of time to writing instruction in this class, providing both group and individual instruction.
		2. The Integrated Knowledge essay should go through a revise and resubmit process that *includes both peer and faculty feedback*. The faculty feedback on writing can come through significant written comments, audio comments via Canvas, or an individual conference.
		3. Students are strongly encouraged to make use of the Writing Center.

**Speak 2:**

1. “Students organize a presentation with a clear central message that is consistent with relevant supporting material(s).”
	1. Instructors are encouraged to have students make full-sentence outlines for their presentations that include a planned structure, evidence/citations, sources, transitions, etc. This is a place for students to plan, research, revise, and prepare to give the presentation orally.
	2. If the students present their integrated knowledge essays as a presentation, help them figure out what “relevant supporting materials” might be appropriate.
	3. Introductions and Conclusions are the most important parts of a speech. The Introduction should clearly preview/outline each point that will be made in the speech and end with a clear thesis/overall claim. The Conclusion should re-state the claims made in the speech and leave the audience with something to ponder once the speech is over. The most impactful speeches will leave the audience thinking about the message after the speaker has finished speaking.
	4. Speeches should also include clear transitions, topic sentences, and signposting. Students should recognize that these elements are even more important in presentations than they are in writing. Because audience members cannot go back and re-read the message, the speaker needs to guide them along the way and use repetition to help their audience remember their message.
2. “Delivery techniques make the presentation interesting, and students appear comfortable.”
	1. To accomplish this, instructors are encouraged to have students *practice* speaking often throughout the semester, either through “rehearsals” for the Speak 2 artifact or in doing small or “low-stakes” speaking activities. A list of ideas for speaking activities is included at the end of this document in Appendix I. This is the BEST way to have students appear comfortable – the more they do it, the more comfortable they will be.
	2. Instructors are encouraged to talk with their students about speaking anxiety. Public speaking is often listed as one of the top 5 fears that people have. Being prepared, practicing, thinking positively, and being self-aware as to one’s own anxieties can go a long way in managing that anxiety.
	3. It is helpful to show students examples of iconic speeches and discuss what makes them iconic in terms of delivery. Ask them questions like: what does the speaker do well? How does the speaker connect with their audience? What delivery techniques do you notice? What delivery techniques work to help you personally retain attention? What do you notice about the speaker’s body language? Eye contact? Facial expressions? Tone/volume?

The following is a short (and by no means exhaustive) list of speeches to consider showing students:

* + 1. Maya Angelou’s Eulogy for Coretta Scott King
		2. Martin Luther King Jr.’s “I Have Been to the Mountaintop”
		3. Robert F. Kennedy’s “Remarks on the Death of Martin Luther King, Jr.”
		4. Ellen Degeneres, “Commencement Address at Tulane,” 2009
		5. Malala Yousafzai, “UN Speech on Youth Education,” July 12, 2013
		6. Emma Watson, “HeforShe”
		7. David Foster Wallace, “Commencement Address at Kenyon College,” 2005
		8. Barbara Jordan, “Statement on the Articles of Impeachment”
		9. Barack Obama, “Keynote Address to the DNC,” 2004
		10. Ann Richards, “Keynote Address to the DNC,” 1988
		11. Ronald Reagan, “Challenger Address”
		12. John F. Kennedy, “First Inaugural Address”
		13. Mary Fisher, “A Whisper of Aids”
1. This open-source textbook is a great resource with good chapters on Delivery, organization, etc.: <https://opentext.ku.edu/speakupcallin/>

**Metacognition 3:**

1. “Students apply their metacognitive knowledge to improve their problem-solving processes, and to strengthen learning strategies.”
	1. Instructors should help students make connections between their coursework, their co-curriculars, and other experiences at CSB and SJU to recognize their growth.
	2. Having discussions about their college experiences will help students activate prior knowledge and be more self-aware.
	3. Students will complete a DEAL prompt for this learning goal.

**ePortfolio:**

1. Instructors need to make sure that students have completed their ePortfolio in this course. This includes conducting an inventory of the artifacts in students' ePortfolios and assisting students, if necessary, in adding missing artifacts. A list of required artifacts is available on the Integrations Curriculum website.
2. Instructors need to make sure that students have attended at least a total of 4 AR events and have 4 reflections (1 from INTG 100 and 1 is embedded in this course) by the end of the term during which they are taking INTG 300. If a student needs to attend more than 1 more ARTE event to achieve the 4 total, instructors should make sure that students complete this requirement before the end of the semester. It is recommended to include completion of 4 AR events and corresponding DEAL reflections as an assignment of the course. Completion of the AR requirement will be embedded within INTG 300 on DegreeWorks. Therefore, successful completion of INTG 300 will also mean successful completion of the AR requirement. A student who does not complete the AR requirement during INTG 300 should receive an incomplete for the course.
3. Instructors might help students understand and practice how to use their ePortfolio in situations like applying for jobs or graduate school. This could be done with support from staff members from the office of Experience and Professional Development.

**Appendix I: Impromptu Speaking Activities**

(Source: Collection of speaking exercises from public speaking instructor, Dr. Emily Berg Paup, CSB and SJU Associate Professor of Communication)

Noah’s Ark: There are only 2 spots left on the Ark. Students write down animals/celebrities/historical persons/fictional characters/famous people on slips of paper and put them on the front table and mix them up. Each student then picks one and tells the class why they (the animal, celebrity, etc. that they pick) deserve the last two spots (animals go two by two).

* Learning goals: Listening, beginning persuasion, practicing appeals to an audience
* *Variation:* Have two students go to front and have a debate and pick a slip of paper – which one would win in a contest and why? Each student gets 30 seconds (?) to make a statement and then also respond

Charades (helps with feeling comfortable in your body in front of an audience) – Students make up topics

Catchphrase (to avoid saying umm, like, and other verbal tics etc.) – made up topics of celebrities, fictional characters, animal, movies, books?) – same categories for charades. When students play this version of catchphrase – they cannot use verbal tics. If they do, turn is over and they have to go again later.

Would You Rather: Cards. Two students go to front and do rock-paper-scissors. The student who wins chooses a card and makes a 1-minute statement about their answer. 2nd student writes down notes and needs to choose the opposite and respond (helps with refutation).

Word/Topics List for Games: <https://www.thegamegal.com/printables/>

Three Things

Students make up a story using three things (a type of food, an object, and a person).

E.g. cabbage, pencil, and Spiderman

A fish, a helmet, and Beyoncé

Lightning Debates:

Assignment: Two students come and pick a topic. Instructor then assigns one pro and one con. Students then have 1 minute to jot down some ideas. Pro has 1 minute to give position statement, Con has 1 minute to give position statement, Pro has 1 minute to respond, then Con has 1 minute to respond.

Topic ideas:

* Gorecki is a better dining hall than the Reef.
* Pirates are better than Ninjas.
* Funny movies are more entertaining than scary movies.
* Dogs make better companions than cats.
* It is better to stay single in college than to be in a serious relationship.
* Winter is better than summer.
* Batman is better than Spiderman.
* It would be better to be able to read people’s minds than it would be to be able to fly.
* 8AM classes are better to take than 3PM classes.
* Ice cream is a better junk food than pizza.
* Students with A’s in the class already should be exempt from taking final exams.
* Your parents should not be allowed to join Instagram/TikTok
* Eating cookie dough is better than eating the baked cookie.
* The color blue is the best color.
* Breakfast is the most important meal of the day.
* Designated naptime should be part of the official college course schedule.

Continuous Story:

Assignment – Choose one of these starting sentences, then have students stand in a circle and continue the story all the way around the circle, each student adding two sentences.

1) Once upon a time in a far off land…
2) Once upon a time a horse…
3) Once upon a time a pig grew wings…
4) Once upon a time a tiger lost his tail…
5) Once upon a time a teacher…
6) Once upon a time a beautiful princess…
7) Once upon a time in the hundred acre woods…
8) Once upon a time a cow and a frog…
9) Once upon a time a little girl…
10) Once upon a time a pretty flower…
11) Once upon a time a pumpkin learned to talk…
12) Once upon a time the moon stayed up all day…
13) Once upon a time the earth started to rumble…
14) Once upon a time the teacher let class out early…
15) Once upon a time an owl and a kangaroo…
16) Once upon a time a little red car began to grow…
17) Once upon a time a fish said to a bear…
18) Once upon a time Cinderella…
19) Once upon a time Goofy…
20) Once upon a time

Impromptu Speech Topics: For random days

* Tell us about the best birthday you have ever had.
* If you could have a super power, what would it be?
* What would you do if you won the lottery?
* Tell us about your greatest fear.
* Tell us about a favorite pet.
* If you were an animal, what would you be?
* Tell us how you met your best friend.
* Talk about an area of your life in which you are creative.
* Tell us about your favorite holiday.
* Tell us how to make your favorite meal.
* If everything in the world had to change to the same color, what color would you choose and why?
* What was the best surprise you have ever received?
* Tell us about the worst date you have ever had.
* What was your most frightening experience?
* What is last song you listened to? Give mini speech about it – what is the song, who is it by, describe, how does it make you feel, what does it remind you of…?

Tennis Debates: http://teachingdebate.typepad.com/teaching\_debate/debate\_games/