

# STETSON UNIVERSITY

## First-year Seminars (FSEMs)

### COURSE TITLES

Asian History in the Cinema	Beautifully Tragic	Building Wealth
Business World of Harry Potter	Call of Civic Duty: Video Games	Character & Leadership
Chemistry and Society	Comics & Graphic Novels	Disney's Musical Universe
Diversity 21st Cent. Classroom	Drug Cartels/Drug Wars in America	Eastern Culture & the Media
Ecology and Evolution	Energy & the Environment	European Cultures Thru Film
Exploring World Photography	Fans, Football & the SE Conference	Florida As Home
Finance in Film	Ghost Stories: East and West	Global Citizenship
Global Flashpoints	Healthy Religion & Sick Religion	Heavy Metal Music
Hip Hop Music: Past/Present/Future	How to Be an Ancient Historian	Latinos/Latinidades in the US
Living Our Values	Medicines, Drugs, and Toxins	Mozart, Movies & Musicology
Our Sonic World	Islands of Identity	Paris: City of Lights ,Life, Art
Passion, Politics & Policy	Rituals of Lives: Bells-Smells	SALSA: Multicultural Music
Self and World	Social Justice in Film	Sociology of Power: Nat'l/Int'l
Soundtracks for Film	TED Talks and Innovation	The Anxiety of Identity
The Art of Listening to Music	The Search for Wisdom	The Spirit of Travel
The US Welfare State	The West in Question	USA Natural Experiment
Us & Them: Human and Un-Human	Utopias: Fiction,Real,Virtual	Water and Life
Wild/Wond/Wacky World of Opera	Writing for the Health of It	Writing the Revolution

### GENERAL EDUCATION LEARNING OUTCOMES

#### **Writing:**

Students can compose and revise written texts that employ an appropriate voice to coherently express relationships between ideas from multiple sources, illustrating awareness of rhetorical context and purpose.

#### **Information Fluency**

Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand.

#### **Speaking**

Students can speak in an understandable, organized, and audience appropriate fashion to explain their ideas, express their feelings, or support a conclusion.

#### **Critical Thinking**

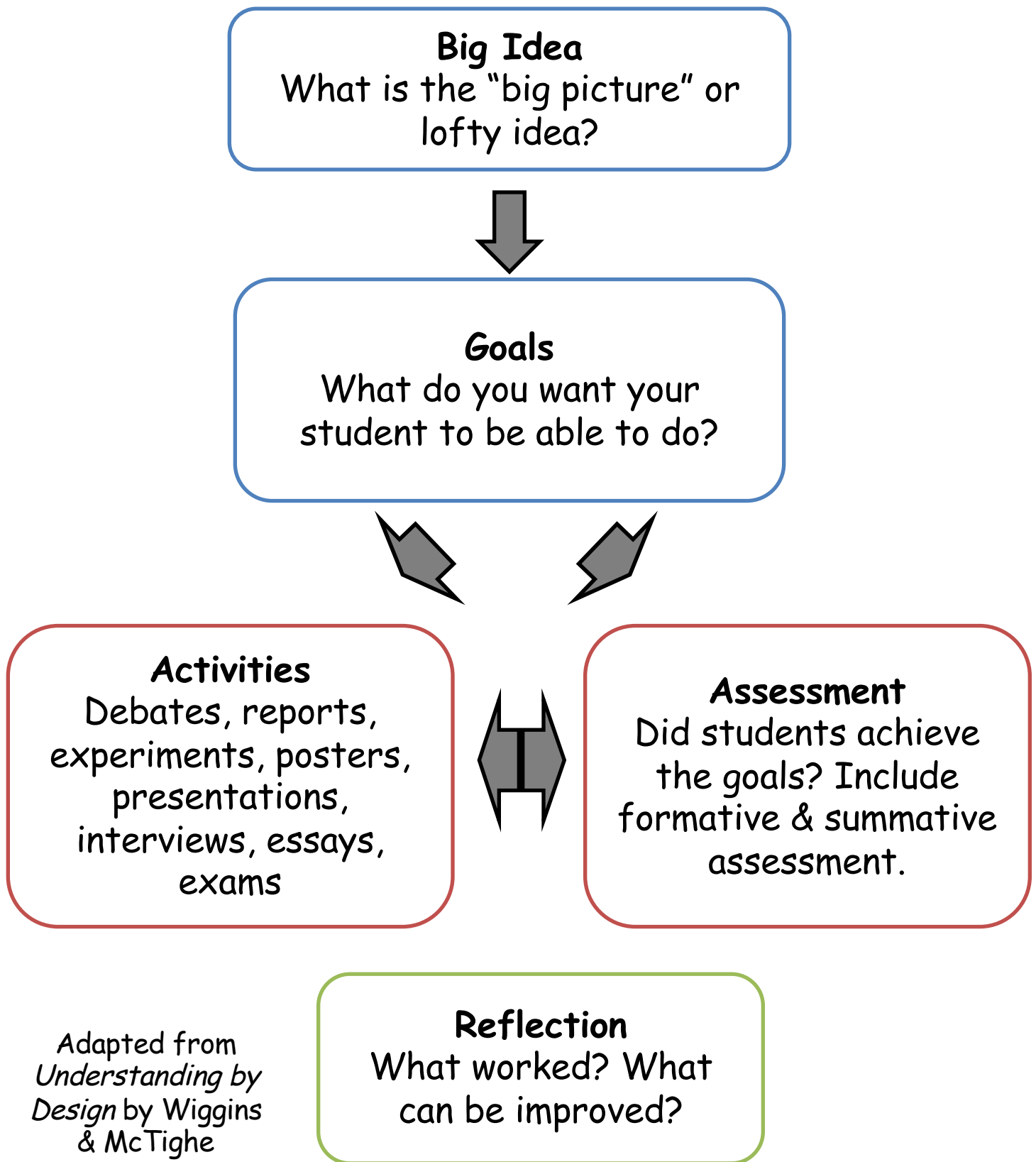
Students, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions.





# Backward Course Design

*Design with the end in mind*



Adapted from  
*Understanding by Design* by Wiggins  
& McTighe

# Resources for Continued Learning

## Course Design

- McTighe, J. & Wiggins, G. *The Understanding by Design Professional Development Workbook* (2004)
- Fink, L. D. *Creating Significant Learning Experiences* (2003)
- Designing Effective and Innovative Courses (Tutorial) - <http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/>
- SENCER Model Courses - <http://sencer.net>

## Setting Goals / Writing Outcomes

- Interactive Bloom's Taxonomy and Verbs  
<http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy>
- L. B. Nilson, *The graphic syllabus and the outcomes map: Communicating your course* (2007).
- The Innovative Course-building Group blog - <http://icbg.wordpress.com>

## Activities

- Barkley, E. F. *Student engagement techniques: a handbook for college faculty*. (2010)
- National Center for Case Study Teaching in Science - <http://sciencecases.lib.buffalo.edu/cs/>
- Problem-Based Learning Clearinghouse (U. Delaware) - <https://primus.nss.udel.edu/Pbl/>
- Reacting to the Past  
<http://reacting.barnard.edu/>

## Assessment

- Huba, M.E. & Freed, J.E *Learner-centered assessment on college campuses: shifting the focus from teaching to learning*. (2000)
- Student Assessment of Learning Gains (SALG) Survey - <http://www.salgsite.org/>
- AAC&U Value Rubrics - <http://www.aacu.org/value/rubrics>
- Field-tested Learning Assessment Guide - <http://www.flaguide.org/>
- Angelo, T. A. & Cross, K. P. *Classroom Assessment Techniques: A Handbook for College Teachers*. (1993).
- Teaching Goals Inventory (Angelo & Cross) - [http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data\\_entry.xsl](http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl)

## Our Stories in Six Words

Plant geek seeking the like minded  
Redirecting her career, she relinquished tenure.  
Work transformed both world and worker.  
Dexter's laboratory meets Maya Angelou; sublime.  
Aim to improve, hope to inspire.  
Making a difference, creating success stories  
Make something seen as impossible accessible.  
Love teaching, enthusiasm, good mood, helping students reaching their goals  
One step back, two steps forward.  
I share my life with others.  
Committed, honest, efficient, deep, caring, curious  
Changed the world--everyone seems mad  
Embrace the unknown; learn with empathy.  
Music is what inspires the soul.  
Not creative enough for this exercise  
Stetson graduate. Now I'm back. Weird.  
Get ready, big ideas are coming!  
Always a student, frolicking in doubt  
Always eager to learn and thrive.  
Passionate, caring educator.. pushing for perfection  
Teacher. Scholar. Practitioner. Video Games/Cats.  
Funny; they don't always get it.  
The moral of the story is  
Positive and focused on student success  
Equipped with the capacity to ask questions.  
So, I took the long way.  
After many doubts, here I am.