Part I: Your Learning Community

Faculty Team Contact: Paula Pereira

Learning Community Title/Name: University Transfer House III

**LC/FYE team members:**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Department</th>
<th>Course</th>
<th>Days/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kari Ann Pike</td>
<td>Speech</td>
<td>Speech 130</td>
<td>TTh 12:30-1:45</td>
</tr>
<tr>
<td>2. Paula Pereira</td>
<td>Library</td>
<td>Library 101</td>
<td>M 1-2:50</td>
</tr>
<tr>
<td>3. Steve Clifford</td>
<td>English</td>
<td>English 100</td>
<td>W 3-4:50 (hybrid)</td>
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</tbody>
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Faculty meeting schedule--Day(s) and Times: TUESDAY; 2-3 pm

Provide a short description of your learning community:

This LC engages students in developing oral and written communication skills and integrates library research through the campus integrative theme focusing on “food.” Students will recognize the relevance of these skills in their personal and professional lives even as they address issues close to them through our approaches to the food theme.

Part II: Your Integrative Assignment

1. What central question, public issue, or controversy will your learning community explore? How is this central question, public issue, or controversy relevant to our students’ lives?

   The final integrative assignment will explore food-related themes, through which students will create argumentative essays and persuasive presentations. The final project of the semester will invite students to take a position on an argument relevant to issues of food and culture. Students learn to organize their thoughts about something they feel strongly about to become stronger speakers and writers. They also begin to recognize how things that they encounter every day have significant implications on their lives and communities. Examples of the final project could be GMOs, environmental racism, obesity and public health.

2. Explain how each discipline is relevant to exploring the question, public issue or controversy and the relevancy to the student.

   As student choose and become passionate about an issue on which they take a stand, Library 101 will show them services and sources as they develop their arguments, from books, newspapers, and magazines, and journal articles. They will also learn how to cite sources in MLA and APA styles, as well as to identify reliable information. Speech 130 will teach the student how to become more informed about their position, better organized in thought, how to use persuasive language and techniques in their advocacy, while incorporating oral citations and APA-style research to become more effective and persuasive communicators. English 100 will instruct students in developing an argumentative research essay, sharing the same student-chosen topics in Speech and Library, and guiding them in effective argumentation, organization and structure, and mechanics, including MLA style.

3. What is your learning community’s integrative assignment or project, based on the central question, public issue, or controversy you chose to explore?
We will integrate the final research assignment in each class by focusing on student-directed topics from the food theme by requiring them to research and take a position on a food-related issue.

4. What student learning outcome(s) from each course discipline will this assignment or project support?

   English 100 will draw on the following SLOs:
   B. Students will write an essay that has a specific purpose, in response to specific writing prompts and course assignments.
   C. Students will write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose.
   D. Students will demonstrate critical engagement with outside sources.
   E. Students will write in prose style characterized by clarity, complexity, and variety.
   F. Students will adhere to the conventions of standard written English in accord with MLA style.

   Speech 130 will draw on the following SLOs:
   2. Students prepare and deliver an oral presentation.
   4. Students compose a written speech outline.
   5. Students demonstrate an understanding of evidence and its role in speech writing.

   Library 101 will draw on the following SLOs:
   - Understand how information is organized in the library and on the library website
   - Select library resources appropriate for their research projects
   - Use library resources to locate information efficiently and effectively
   - Understand the responsible and ethical use of information and properly cite information sources
   - Determine appropriate keywords
   - Construct advanced search strategies

5. What Learning Communities Program learning outcome(s) [See the Instructions page for a list of LCP learning outcomes.] will this assignment or project support? How are these related to the outcomes for each discipline or course?

   All three of the LCP learning outcomes will be integral to our work this semester as students recognize the ways that interdisciplinary approaches to critical thinking enhance their communication skills, both written and oral, and collaborate in small group workshops in all three disciplines as they respond to peers’ work.

6. What curricular, co-curricular, and/or community resources will you use?

   iFalcon student success tools, Library resources and the Success Center, and student clubs, including the Library Club.

7. What will students do in the context of each course to prepare for this integrative assignment or project?

   In Library 101, students will prepare a final presentation that allows them to share what they have learned in at least 5 sources from reliable sources, including peer-reviewed research. In Speech 130, the library research will help them discover something they are passionate about and that will help them learn to become a confident advocate for their position. In English 100, students will translate the passion for this researched, food-related topic into a formal, argumentative essay that will prepare them for the higher-level critical thinking and writing they will do in their transfer to university and in their communities.

8. How will students' work become public?

   The culmination of the project will be final oral presentations in Speech 130 on the final four Tuesday and Thursday classes from 12:30-1:45 pm.

The LCP/FYE faculty support network will be glad to assist you & your team in designing integrative assignments. Please contact Mary Kay Toumajian (2814) or Ana Torres-Bower (2772) for support. Samples of integrative assignments will be available at your request.

Submit completed electronic form to the LCP Center by February 18, 2014
Thank you for your support.