

## End-of-Program Review 2011-12

### ***Compelling Intellectual Experience(s) and Successful Pedagogical or Innovative Practice*** Culture, Text and Language Programs

<b>Program name</b>	<b>Faculty</b>	<b>For purposes of helping reflect on the range of teaching practices and experiences at the college, please identify the most compelling intellectual experience(s) in your program or the most successful or innovative pedagogical practice in your program.</b>
Writing the New Journalism - Creative Nonfiction	Tom Foote	Because journalism is being replaced w/ entertainment we paid attention to the news media and I tried to show how it's slipping away. And, it may vanish entirely as newspapers (print journalism) are becoming an endangered species. I tried to show students how the media is being manipulated to practical advantage by charlatans such as Roger Ailes, former Bush White House Director and cement head of what Fox calls news.
Human Rights and Wrongs	Greg Mullins	Most successful: field study; weekly self-evals; assigning texts from diverse points of view/ideologies on the same topic and analyzing how they construct meaning and truth; student designed projects
Inside Language (S)	Diego de Acosta	Group workshops on linguistic analysis and Field methods: a weekly session devoted to finding out about the structure of Assyrian by asking questions to a native speaker.
SOS: Botany	Frederica Bowcutt	Collaborative work towards creating real world work, e.g. a field guide and wiki needed by our community, as well as environmental sustainability learning opportunities offered through the medium of our Evergreen Teaching Gardens.
Japan Today: Japanese History, Literature, Cinema, Culture, Society and Language	Harumi Moruzzi	Seminar discussions where diverse views are encouraged almost always helped students expand their intellectual capacity. Individual project assignments compel students to explore their own intellectual interests.
Universal Themes in Art, Literature, and Life	Don Foran	Reading/Analyzing NABOKON'S "Pale Fire". Planning/Executing photo-shoots, and developing contact sheets/film. [Our students doing hands-on photography and crafting booklets of their own poems and reading their stories to study partners and the class as a whole were the culmination of a rather rigorous, carefully designed course integrating photography with literary arts.]
Inside Language (FW)	Diego de Acosta	The most compelling intellectual experience in our program was perhaps the linguistic field methods sessions we had. In fall and winter, we had Evergreen students come in and act as native speaker consultants to answer questions about their native languages (Assyrian in fall, Korean in winter). This is usually a subject that is taught to more advanced students, but in this program students were able to successfully apply and integrate what they were learning to a new language situation.
Language Acquisition and Identity Formation	Grace huerta	Case study research conducted by students of ESL teachers and advocates in the community. Student generated ESL curriculum development and teaching demonstrations.

The Victorian World	Susan Preciso	Some of our best integrative work happened with detailed, focused workshops. Close reading and textual analysis helped students become more familiar with unfamiliar texts--most especially poetry. They just had to dive in, recite, analyze, and share their thinking. We also worked with formal analysis of visual images, which enriched work with art history.
European Philosophy in the 20th Century	Joe Tougas	Having the students work in small groups to create their own glossaries of key terms used in the readings. These glossary activities then became the basis for class room discussions.
In Our Image: Communities of Faith	Rita Pougiales	Students wrote an "ethnographic essay". This was a 3-part writing experience. Students were asked to be both "participant" and "observer" of their experience with faith.
Ships of Wisdom: Ancient Trade Routes and the Diffusion of Ideas	Joe Tougas	Made maps of trade routes; hands-on workshops: Tragedy of the Commons, Eclipse Prediction, Starglobe, "Free Trade" exercise.
Orthodoxies and Apostasies: Judaism, Christianity, Islam (S)	Richard Benton	Class discussion, where a diversity of students must describe their reactions to particular ideas--from a text or from each other--allowed people to hear and reflect on a diversity of opinions, as well as state their own assumptions.
In Our Image: Reading in the Philosophy of Religion	Andrew Reece	Reading and interpreting a collection of exacting and demanding philosophers on religion. Seminar 3 hrs, 4 days, 6 guest speakers!
Jewish Lives and Literatures	Richard Benton	The most compelling intellectual experience(s) was students' being forced to defend positions opposite to their preferred position. I asked them to do so in class discussions, and they were strongly encouraged to look at counter-arguments in their research papers.
Resistance and Social Change: Critical Readings in African American and Latina/o Literature	Elizabeth Williamson	Most compelling but also most problematic -- 3 hours per week of open time to reflect on program themes and themes of oppression and privilege. Students often planned activities during this time. Lots of learning happened, but the excessive amount of processing also left students a bit over sensitive.
Heart and Mind on Screen and Page	Tom Maddox	Most compelling? Demanding that students find their way through the process of creating a story of their own (many in the form of film scripts)without my telling them what they should do. They had no choice but to discover their own stories and tell them.
Travel Writing	Greg Mullins	By far the newest (for me) and most useful was working with a TA (an advanced student) who earned credit under an ILC for teaching a few lessons and writing comments on a third of third or more of the assignments. Also, I was surprised how many "majors" in creative writing had no idea how to write a literary analysis essay. In a college dedicated to crossing theory and practice, I was surprised that creative writing "majors" and literature "majors" are two distinct groups.
Orthodoxies and Apostasies: Judaism, Christianity, Islam (W)	Richard Benton	Group discussion over difficult religious texts, especially when comparing them across religions offered a valuable way to examine presuppositions of self and others.
Shakespeare's America	David Marr	Rigorous seminar discussion: experienced students said it was the most rigorous, useful and engaging seminar they had had. Required attendance, required and demonstrated preparation, no hand-holding, no "I like it; it's good" or "This is what I think about X and don't bother me with questions about why I think it. It is my opinion and that's that. It's a free country." The emphasis was on evidence and how to use it in arguments and interpretations of complex literary and philosophical works.