

Artistic Expression “Distro”

The act of imagining and creating art is an important way of understanding and knowing art and the creative process. At least six credits are required in courses from this group in which students develop an appreciation of artistic creative practice through experience.

Relevant Workshops: *Looking to Learn: Visual Assignments Across the Curriculum*

Argument and Inquiry Seminar

Each first-year student is required to complete a six-credit Argument and Inquiry seminar. The seminars, while housed within specific departments or programs, are designed to introduce students to a liberal arts approach to learning and to encourage critical thinking and intellectual independence. As such, the seminars will introduce students to the ways in which scholars ask questions, find and evaluate evidence, and construct arguments. They will provide instruction in information literacy including opportunities to develop an understanding of and appreciation for the ethical and legal use of intellectual property. They will provide a rigorous introduction to college-level writing, critical reading, and research techniques. And, they will offer tools to help students become reflective learners and thinkers. All Argument and Inquiry Seminars are designated WR.

Relevant Workshops: *Looking to Learn: Visual Assignments Across the Curriculum; A and I Seminars: Course and Assignment Considerations and Design; and Developing ACE at Carleton*

Writing Requirement

The ability to write well is particularly important in college, not only as a means of demonstrating mastery of material, but as part of the process of coming to that mastery. In addition to completing the Argument and Inquiry Seminar, students are required to complete a second Carleton designated writing rich course.

Relevant Workshops: *A and I Seminars: Course and Assignment Considerations and Design*

Quantitative Reasoning Requirement

Quantitative reasoning - the inclination and ability to interpret, assess, and use quantitative information in one's scholarly work, civic activities, and personal life - is recognized by the College as a vital part of a liberal education for each student. Through multiple exposures to examples of the uses of quantitative reasoning a student will better appreciate the multiple ways that socially constructed quantitative evidence is developed and used. Courses offering significant opportunities for this exposure will be designated as quantitatively rich encounters (QREs). Students are required to complete three QREs.

Relevant Workshops: *A and I Seminars: Course and Assignment Considerations and Design; and Developing ACE at Carleton*

Global Citizenship

Being an educated person and living a life that is purposeful and worthwhile for others as well as for oneself requires recognizing that the world is far more interconnected than ever before in human history. In addition to completing the language requirement, students will complete six credits each in International and Intercultural Domestic Studies.

Relevant Workshops: *Developing ACE at Carleton*

Peer-Led Intergroup Dialogue

Carleton believes it is important for students to develop an appreciation for the complexities of living in an increasingly interconnected and multicultural world. One particularly intriguing way to engage students actively, intentionally, and authentically is to provide them with peer-led intergroup dialogues formally structured to consider issues of social group identity, conflict, and community. While not a part of the curriculum, many faculty have expressed interest in engaging with the dialogue pilot program.

Relevant Workshops: *The Intergroup Dialogue Pilot Project*

December Workshops 2009 Preparing for the New Curriculum

The LTC has partnered with the curricular initiatives to design this December's professional development workshops around the new curriculum.

On this side of this announcement, you will find brief descriptions of the new curriculum components and references to workshops that will address each.

On the inside, you will find brief descriptions of the workshops with reference to curriculum components that will be addressed in each.

All workshops will be held in the Alumni Guest House Meeting Room. For full descriptions of all events please visit the LTC Web site at: <http://apps.carleton.edu/campus/ltc/calendar/>



Looking to Learn: Visual Assignments Across the Curriculum

The first Visualizing the Liberal Arts (VLA) workshop will focus on creating and evaluating visual assignments across the curriculum. Participants will study examples of successful assignments from a variety of disciplines, explore the support structures available to faculty, and discuss copyright, assessment, and other concerns. Over the three days, each participant will design a visual assignment suitable to their own discipline, develop it in consultation with technical support staff, and finally evaluate one another's products in a hands-on experience.

Dates: December 7, 8, 9 from 8:30 a.m.-12:30 p.m.

Relevant Curriculum Elements: *Argument and Inquiry Seminar, Artistic Expression "Distro"*

A and I Seminars: Course and Assignment Considerations and Design

This fall, a subcommittee of the ECC will develop more fully the plan for common experiences, common curricular objectives, and supporting structures for these seminars. A proposed plan will be discussed at a November LTC session, and this December workshop will provide further opportunities to explore the potential challenges and opportunities of these seminars. This workshop will address possible approaches, and participants will work on course designs or specific assignments appropriate for these new seminars. Priority will be given to those who commit to teaching an A&I seminar fall term, 2010.

Dates: December 7, 8, 9, from 1:30-4:30 p.m., beginning with lunch at 12:30 p.m.

Stipend: \$360 to eligible faculty for all three days

Sponsors: Writing Program, LTC, QuiRK, and Visualizing the Liberal Arts (VLA)

Relevant Curriculum Elements: *Argument and Inquiry Seminar, Quantitative Reasoning Requirement*

Winter Workshops, 2009

Developing ACE at Carleton

This day and a half long workshop will help you build your skills doing ACE in the classroom and to connect with others with similar interests in and outside of the college. The first morning will have two tracks 1) for those who are newer to ACE, a how to session and 2) for those with more experience, a time to deepen your understanding and practice of ACE in your assignments. In the afternoon we will break into groups by sectors and work with community partners around working areas such as Census 2010, land use and environmental interests, education and children, local history, and public health. These topics are potential ones and we are open to other areas of faculty interests.

The second morning will be devoted to working on assignments with other faculty either to think comprehensively about a sector or to further develop your individual assignment. Throughout the workshop we will ask the question of how numbers or quantitative reasoning are relevant to your projects and what kinds of data and information you are working with or wish that you had available for you and your students.

Dates: December 10, from 8:30 a.m. to 4:30 p.m. and December 11 from 8:30 a.m.-12:30 p.m.

Stipend: \$270.

Co-sponsors: QuiRK and ACE

Relevant Curriculum Elements: *Argument and Inquiry Seminar, Quantitative Reasoning Requirement, Writing Requirement, Global Citizenship*

The Intergroup Dialogue Pilot Project

The peer-led intergroup dialogue model was developed at the University of Michigan and has worked with uncommon success at a number of institutions, and was noted in the curricular review process as a promising model for addressing the curricular concerns of the recognition and affirmation of difference goal. A deputation of Carleton staff and faculty have visited the U. Mich. center and in coordination with the staff of that center, will lead a December workshop about the peer led intergroup dialogue model, and about how interested faculty can support Carleton's co-curricular pilot project and possibly engage the model within the classroom. Stipend to be announced.

Date: Thursday, December 3 from 8:30 a.m. to 12:30 p.m.

Relevant Curriculum Elements: *Peer-Led Intergroup Dialogs*

Assess We Can!

An interactive workshop to help departments and programs develop simple and sustainable assessment plans, contribute to assessing institutional learning outcomes and examine results of recent campus-wide surveys of students, faculty and alumni that are relevant to program and department assessment. Open to all faculty, especially department and program assessment coordinators.

Dates: December 1, 2, 3, from 12:30-4:30 p.m.

Stipend: \$100/day; \$350 for all three days

Relevant Curriculum Elements: **All!**

All workshops will be held in the Alumni Guest House Meeting Room. For full descriptions of each event please visit the LTC Web site at:

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