### Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** College of Liberal Arts  
   **Department:** College of Liberal Arts

2. **Course Prefix and Number:** LBAR 3910

3. **Effective Term:** Spring 2010

4. **Course Title:** Practicum in Liberal Arts  
   **Abbreviated Title (30 characters or less):** Practicum in Liberal Arts

5. **Requested Action:**  
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [ ] Revise a Course  

6. **Course Credit:**  
<table>
<thead>
<tr>
<th>Contact/Group</th>
<th>Scheduled Type</th>
<th>Weekly or Credit Anticipated Hours</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>var. Practicum/Lab</td>
<td>term</td>
<td>1-3</td>
</tr>
</tbody>
</table>

7. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/Unsatisfactory (S/U)  
   - [ ] Audit

8. **Prerequisites, Co-Requisites:**  
   **Prerequisite(s):** COI
   **Co-Requisite(s):**
   **Pre/Co-Requisite(s):**

9. **Restrictions:**  
   - [ ] College  
   - [ ] Major  
   - [ ] Standing  
   - [ ] Degree

10. **Course Description:**  
    Focused civic engagement or study abroad experiences designed to develop leadership, social responsibility, and cross-cultural awareness.

11. **May Count Either**  
    (20 Words or Less; exactly as it should appear in the Bulletin)

12. **Affected Program(s):**  
<table>
<thead>
<tr>
<th>Minor</th>
<th>Minor in Community/Civic Engagement</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>minor</td>
<td>optional</td>
<td></td>
</tr>
</tbody>
</table>

13. **Overlapping or Duplication of Other Units' Offerings:**  
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)

   - [ ] Applicable
   - [ ] Not Applicable
14. Justification: This course will provide students with access to short-term, off-campus experiences that will deepen their engagement in the off-campus world. It will provide them with a means to use their spring breaks, for example, for a constructive academic experience, and permit more students to study abroad in a more affordable structure.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Resources exist to support the initial offering of the course through subsidy from the CLA Civic Engagement Committee and by assessing students an additional $150 fee to cover travel and expenses. Future offerings will only occur for programs/experiences that are revenue neutral after students have been charged an appropriate fee (as is done for all Study Abroad experiences).

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes: 1. Students should be able to demonstrate a better understanding of societies or communities different from their own.
2. Students should be able to articulate clearly how the LBAR 3910 experience alters their understanding of their major.
3. Students should be better able to analyze an issue of cultural or social difference.
4. Students should understand strategies for making a difference in or working with a community different from their own.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline: Meeting # Date Class Topic Reading Assignment Due Dates
1 January 11 Introduction to the Course

3 February 8 Community Building “From the Ground Up: The Community-Building of Marie Cirillo” Reflection #1
4 February 22 What is Appalachia? All That is Native and Fine (Introduction)
5 March 8 What is Power? Power and Powerless (chapter) Reflection #2
6 Spring Break Clearfork Community Institute
7 April 5 Representations of Community #1 Short story Reflection #3
8 April 19 Representations of Community #2 Short story
     Final Exam Reflection Paper

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects: GUIDING QUESTIONS
Each student will prepare a list of 8-10 questions to guide their individual learning experience during the course. The list should include both enduring and discipline-specific questions. An enduring question, for example, might be: What does it mean to live in community? Or, what does it mean to be poor? A discipline-specific question, for example, might be: How do people in Appalachia perceive themselves, as opposed to popular representations of their culture? Or, what is the purpose and effect of a community land trust and how do these ventures affect the political economy of a region?

READING REFLECTION PAPERS
Each student will write three (3) 200-250 word (maximum) reflection papers on readings as noted in the syllabus. These papers are worth 33.3 points
Each. Guiding questions for each paper will be given (or provided on Blackboard) one week prior to the due date. See schedule below for due dates. Late submissions will not be accepted without an official university excuse.

**SEMINAR FACILITATION**

Each student will facilitate discussion of one assigned reading. Facilitation should include personal reflections on the content, comparison of the content to other readings, and questions to guide group discussion during the meeting.

**SPRING BREAK EXPERIENCE:**

Students will travel to Eagan, Tennessee from Saturday, March 13 to Friday, March 19 as a group. Guidelines and instructions for the spring break experience will be provided in advance.

**FINAL REFLECTION PAPER**

In lieu of a final exam, each student will write an eight-page (double-spaced, 12 pt type) reflection on the course content and experience. The paper should demonstrate student understanding of the causes and conditions of rural poverty, analysis of Guiding Questions identified at the beginning of the semester, and an understanding of how the student's academic discipline and intended vocation can contribute to the public good.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Each</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Questions</td>
<td>50</td>
<td>16.65%</td>
</tr>
<tr>
<td>Seminar facilitation</td>
<td>50</td>
<td>16.65%</td>
</tr>
<tr>
<td>5 one-page reading reflections</td>
<td>33.3 pts x 3 = 100 pts</td>
<td>33.3%</td>
</tr>
<tr>
<td>Final paper</td>
<td>100 pts</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Final Grade  
A: 89.5% to 100% of total points  
B: 79.5% to 89.4% of total points  
C: 69.5% to 79.4% of total points  
D: 59.5% to 69.4% of total points  
F: 59.4% or fewer of total points

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

**20. Justification for Graduate Credit:**

n/a

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

**REQUIRED STATEMENTS**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.)
Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2098 (VITT).
TITLE:  LBAR 3910: Practicum in the Liberal Arts – Experiencing the Galway Arts Festival

Credits: 1 hr. [Each time LBAR 3910 is offered, its instructor would determine whether it would be a 1, 2, or 3 credit course.]

Prerequisites: Consent of Instructor
Contact hrs: This course will have a 2-hr. preparatory meetings before the 2-week trip in addition to meetings required by OIE.

Course objectives and procedures: This course will permit students to spend two weeks in Galway, Ireland, during which they will attend performances and exhibits sponsored by the Galway Arts Festival, meeting with cast members and participating festival artists, engage in discussions about the performances they attend, and have the opportunity to explore Irish culture. Students will be expected to keep a journal documenting how their experiences in Ireland alter their understanding of the arts and of their home culture.

Required texts: Students will be asked to read three of the plays the will see prior to leaving Auburn. These plays will be announced 6 weeks before departure.

Course Description (in Bulletin): Focused civic engagement or study abroad experiences designed to develop leadership, social responsibility, and cross-cultural awareness.

Course Objectives:
1. Students will develop a deeper understanding of the arts community of Ireland.
2. Students will gain a deeper understanding of the range of contemporary performance practices.
3. Students will reflect on the cultural differences between Ireland and their home culture.
4. Students will develop strategies for influencing their local arts community.

Schedule:
Six weeks prior to departure: 2hr. meeting at which readings will be assigned, performance schedule will be distributed and discussed, journal expectations will be explained, etc.

(There will also be prior meetings as OIE recommends to discuss travel arrangements and expectations.)

Daily Schedule (NOTE: This is fictional and is based on the 2009 Galway Arts Festival schedule)

Sunday, July 12: Arrive at Shannon Airport, bus to Galway. Check into Gort na Corribe accommodations. Get acquainted with Galway.

Monday, July 13: Tour of the performance venues.; Blackbird by David Harrower (Nun’s Island Theatre, 8pm)

Tuesday, July 14: Gerry Mallon, The Laughter Loft (Ruby Room, King’s Head, 1pm); The Gigli Concert, by Tom Murphy (Druid Lane Theatre, 7:30pm)

Wednesday, July 15: Lecture/discussion with cast members from The Gigli Concert (location TBA, 1pm); Palace of the End by Judith Thompson (8pm, Town Hall Theatre)

Thursday, July 16: Lunchtime Gig (1pm, Roisin Dubh); Michael Clark Dance Company (8pm, Black Box Theatre)

Friday, July 17: optional tour to the Cliffs of Moher and the Burren; Music from the Penquin Café (9pm, Radisson SAS Hotel)

Saturday, July 18: ferry to Inishmore, Aran Islands (on the island– tour of Dun Aengus, lecture on traditional Irish culture and language)

Sunday, July 19: return from Inishmore; Spanish Harlem Orchestra (8pm, Radisson SAS Hotel)

Monday, July 20: free day

Tuesday, July 21:1pm, group discussion of the performances thus far; David Gray & David Kitt (8:30, Festival Big Top)
Wednesday, July 22: Synge Centenary (2pm, Druid-St. Nicholas’ Church); *A Midsummer Night’s Dream* by William Shakespeare (8pm, Town Hall Theatre)

Thursday, July 23: 1pm Shakespeare discussion (with MND/ MOV actors?); *The Merchant of Venice* by William Shakespeare (8pm, Town Hall Theatre)

Friday, July 24: *DNA* by Dennis Kelly (Galway Youth Theatre) (1pm, Nuns’ Island Theatre). **Journals due**

Saturday, July 25: *Krapp’s Last Tape* by Samuel Beckett (6pm, Bank of Ireland Theatre)

Sunday, July 26: Journals returned. Bus to Shannon Airport; depart Shannon

**Journal**
Students will be asked to keep a journal of their experiences in Galway and their reactions to the performances. In particular, your journal entries should explore the three issues raised by the course objectives: What are you learning about the arts community in Ireland? What are you learning about contemporary performance practices? What are you learning about the cultural differences between your home culture and Ireland? A fourth question to reflect on in your journal is: How will you use the insights you are gaining to strengthen your arts community when you return from Ireland? Upon completion of the course, I will expect to see an average of one 2-pp (using a standard-sized composition book) entry for each day from July 12 through July 24 (for a total of 26 pages, minimum).

**Grading**
Grading will be S/U and the journal will comprise 80% on the course grade. The remaining 20% will be based on attendance at performances and discussions. (Gathering more than 2 unexcused absences from performances or discussion will earn you a U for this portion of the grade.)

Your journal entries will be graded based on your level of engagement with the questions raised by the course objectives.

**Policies**
In addition to adhering all OIE policies, please note the following:

a. Unexcused absences from more than 2 performances or group discussions will earn you a U for this course.

b. Failure to submit a journal meeting the minimum requirements will earn you a U for this course.

c. Students who need accommodations as provided by the ADA in order to complete this course should meet with me about their needs prior to departure.