**Discourse, Romance, Self, and the Quest for Recognition**  
FYI - Fall 2014  
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Psychology + CSAC

**LEEP Learning Outcome 1:** As expected from a course that meets a Program of Liberal Studies (PLS) requirement, students will learn fundamental principles, generalizations and theories in a new area of knowledge - especially around issues of language and culture.

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| STUDENT BEHAVIORS | • Basic terms for understanding language structure, meaning and discourse  
• Sense-of-self grounded in cultural beliefs  
• Presenting an area of focus to class during weekend seminar | • Apply the basic learning from orientation phase about language & culture to topical focus – this semester on ‘Romance’ | • Students demonstrate ability to own group designed topical area & demonstrate understanding of lang + culture  
• Demonstrate some integration of new knowledge into what’s been learned |

**FOUNDATIONAL/ HIGH IMPACT EXPERIENCES**  
• Foundational readings on language and culture  
• Weekend seminar with case study of Maori language and culture intersection | • Providing readings on romance (& its history)  
• Train PLAs to convene small group learning + mentor understanding  
• Deepen understanding of foundational concepts & integrating learning through class exercises | • Support finding topical area  
• Provide resources and reading  
• Instigate small group work sessions - using elbow teaching  
• Introducing students to others (on and off campus) who have expertise in this area |

**LEEP Learning Outcome 5:** Focus is on the ability to work as part of a team. Reflecting and becoming aware of the different skill sets that each individual brings into the group, learning to make use of their “differences” in an empirical group-project – working toward its final group-presentation.

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| STUDENT BEHAVIORS | • Assess others’ capacities and abilities for the particular work at hand  
• Listen deeply to others while working together  
• Active participation in small group (4 students + PLA) | • Relate others’ capacities and abilities for particular work to one’s own strengths & weaknesses  
• Show appreciation for others’ contribution  
• Recognize own sense of productiveness in small group | • Align own strength and weakness with others in small group  
• Integrate ones own perspective with others’ that illustrates productivity in group work  
• Transferring skills and productive participation from small group to class setting |

**FOUNDATIONAL/ HIGH IMPACT EXPERIENCES**  
• Small group meetings outside of class (2x a week) to warm up for class-discussion + learn to voice opinions  
• Reflection exercise where students receive feedback from PLA and instructor about work | • Small group meetings now focus on group project  
• Use weekend seminar to provide feedback from PLAs & instructor for short presentations  
• Reflection exercise where students then receive feedback about work in small group | • End-of-semester workshop event  
• Students work together on final group project that synthesizes and demonstrates new knowledge  
• Reflection exercises for which students receive feedback |

**Support Networks**  
• Four peer learning assistants (who have previously taken the course)  
• LEEP (advisor also attended class)  
• Dean of Students, Writing Center, Disabilities Services and Athletics