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CRJC 370

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Fayetteville State University
Impact of Integrated course Design
Report Completed After Course Completion

Name: Emily Lenning **Semester (revised course was taught):** Fall 2010

Course Title and Description: CRJC 370: Sex, Sexuality & the Law

This is a survey course designed to give students an overview of criminal law, civil law and legal issues as they relate to sex and sexuality. Taught from a social constructionist perspective, this class considers why certain behaviors come to be legal or illegal, how laws that regulate sex and sexuality affect our culture, and how criminal justice professionals confront issues of sexuality within the framework of the law. Though specific topics may vary by professor or current events, they may include sexual assault, prostitution, sex trafficking, pedophilia, sting operations, abortion, hate crimes, GLBTQ rights (both civilians and CJ professionals), sex registries, and pornography.

1. **Explain the impact your "In-Depth Analysis of Situational Factors" had on your approach to the course.**

   Completing the "In-Depth Analysis of Situation Factors" allowed me to consider some components of the course that before I had ignored, thinking of them as things that were not relevant to individual courses and, therefore, that I did not need to contemplate. For example, though its relevance seems obvious, I had never before made a point to evaluate my own characteristics as a teacher. By thinking about my own experiences, knowledge, skills and attitudes towards the content of the course I was able to outline what parts of my own knowledge base that I would be able to draw upon in preparation of the course, and also anticipate some of biases that I might have to confront within myself throughout the semester.

   Just as helpful in preparing for this course was thinking about the characteristics of my learners. As the content of this course was likely to be new and even uncomfortable to some students, thinking about their possible life situations and previous experiences helped me to foresee any prejudice or stereotypes that they may hold in regards to the various topics I would cover. In anticipation of having to address these biases, I developed and then executed several in-class activities (e.g. a guided imagery exercise that required students to imagine experiencing the world from the perspective of a homosexual) that were designed to get students to reflect on their beliefs and begin to open their minds to controversial topics. Those activities were quite successful and, even though they were done in the first two weeks of the course, had a big enough impression on my students to be mentioned positively in their evaluations of the course. Given this, I would like to think that the students will carry the memory of those activities with them and recall them when appropriate later.

2. **Explain the impact of the Taxonomy of Significant Learning (foundational knowledge, application, integration, human dimension, caring or valuing, and learning to learn) on your development of learning goals.**

Learning and thinking about the Taxonomy of Significant Learning made me realize that I had primarily only thought about foundational knowledge, application, integration and learning-to-learn when preparing previous courses. While I had in the past used some activities and assignments that tapped into the human dimension and caring, admittedly I hadn't thought of them or labeled them as such. Learning more about them in the Faculty Development Seminar validated their importance to me and allowed me to actively integrate them into the course. Not only did I learn that they were extremely important to the overall learning experience, I was convinced that they were compliments to foundational knowledge as opposed to distractions to it. The table below shows how I outlined several learning outcomes that relate to the human dimension and caring, and the learning activities I used to reach those outcomes.

Human Dimension ***Learning Outcomes***	***Learning Activities***
1. Understand their own position in a world defined by power relations	Readings, lecture, discussion, film clips, in-class exercises, guest speakers (Rick Glazier, ACLU, Equality NC, Rape Crisis)
2. To think about their own sexuality and the way it is effected by legal policy	Readings, lecture, discussion, film clips, in-class exercises, "guide role-play" activities, guest speakers (Rick Glazier, ACLU, Equality NC, Rape Crisis)
3. Understand that their choices as CJS professionals affect others	Readings, lecture, discussion, film clips, in-class exercises, guest speakers (Rick Glazier, ACLU, Equality NC, Rape Crisis)
Caring ***Learning Outcomes***	***Learning Activities***
1. Become more sensitive to how CJ policies affect those labeled deviant	Readings, lecture, discussion, film clips, in-class exercises, guest speakers (Rep. Glazier, ACLU, Equality NC)
2. Being more aware of their decisions and beliefs	Readings, lecture, discussion, film clips, demonstrations, in-class exercises, guest speakers (Rep. Glazier, Equality NC, ACLU)

3. **Explain the impact of ICD on your assessment/feedback activities in the course, including the FIDeLity criteria.**

Completing a self assessment of my own assessment/feedback activities helped me to realize that I was already successfully following Fink's advice to assess and give feedback with FIDeLity (frequency, immediacy, discrimination, and love). I continue to provide a variety of assessments throughout the semester – at the very least on a bi-weekly basis. It is not enough to simply give multiple tests, multiple papers, multiple homework assignments, etc., and expect all students to thrive – the key to assessing a variety of learning styles is to give a variety of assessments. Given this, a typical semester for my students will include several writing assignments, several quizzes or exams (if appropriate) and several activities (both take home and in-class). This gives each student an opportunity to complete an assessment they are good at (e.g. students who are good at papers), and an opportunity for struggling students to improve on assessments that they struggle with (e.g., students who are poor writers). In addition to providing frequent assessments, my feedback is immediate. I made a pact with myself when I began teaching and I have kept it to this day. I always have assignments, tests, etc. graded and ready to return by the following class period. By doing this my students always have the opportunity to improve their work before the next assessment is due. Though it is sometimes uncomfortable to be critical of students work and it takes a lot of extra time to be detailed in your feedback, discriminating feedback is imperative to student success and growth. Indeed, it is the most necessary component of FIDeLity if your goal is to give students the opportunity to improve over the course of a semester/academic career. Finally, to be discriminating is not to be without love or support. In fact, I have found that no matter how much red ink I put on a student's work as long as I am clear that my goal is to help them improve they will perceive my feedback as supportive and in their best interest. Even though I practiced FIDeLity prior to taking the Faculty Development Seminar, I was happy to have my practices validated. I have on several occasions been working late into the night grading papers in my office when a fellow colleague says to me, "Go home, you can turn those back next week. You don't need to return them immediately." Reading Fink's book has made it easier for me to respond to those colleagues with justifications for my actions.

4. Explain how ICD influenced your teaching and learning activities.

ICD in many ways validated beliefs that I already had in regards to my own teaching strategies, including those that I have found others are resistant to (e.g., integrating the human dimension into my classes). The Seminar itself helped me to develop techniques for applying ICD through reflective assignments, vibrant discussions, and demonstrations from other faculty members. Being able to spend time simply reflecting on my own teaching and practicing new course preparation techniques (e.g., creating templates of how my students will spend their time in and out of class) helped to reenergize my love of teaching. It reminded me of the value of thinking about teaching as multi-dimensional.

5. Explain how you sought to integrate teaching and learning activities with learning goals.

One of the lessons I learned through ICD is the importance of using a variety of techniques to reach each learning goal. In other words, no one teaching or learning activity will help you meet a learning outcome so long as your students learn in a variety of ways. For example, within several dimensions of the

Taxonomy I had identified the outcome of learning "How laws have been implemented to control social behavior." Being a rather broad and complex learning outcome, it cannot be successfully met with only one learning activity so I identified several that would compliment the outcome:

- I arranged a class visit with State Rep. Rick Glazier, who discussed the political struggle over the N.C. Anti-Bullying legislation
- I gave lectures on the history of laws related to sexuality and used examples to show how they were used to control behavior – for example, I would lecture on the history of Eugenics in the United States and then show short video clips of those who had been sterilized by the state discussing the limitations it had placed on their lives
- Students wrote reaction papers that required them to identify specific laws and discuss how they controlled behavior
- In-class activities where students had to imagine if they were in other people's shoes (e.g., if they were a strip club owner fighting against city ordinance or a citizen fighting for it)

Ultimately I found that using multiple approaches to teach a single concept was quite successful, both in student's final grades and in their evaluation of the course.

6. Explain whether ICD had an impact on your own satisfaction in teaching the course.

This course had never been taught at FSU before and is one of very few classes in the catalog that even touches on issues of sexuality. Needless to say, though I was excited to teach the course, I was nervous about how it would be received. ICD, especially the situational factors assessment, helped me to confront the fears I had and the Seminar provided me the opportunity to create strategies to circumvent my apprehensions. I am confident that this had a lot to do with the great experience I had with the students in the course and with their success. Beyond succeeding "academically" (i.e., students passing the course and myself receiving acceptable evaluations), I think my students and myself grew to see the topics we covered in a new, less uncomfortable light.

7. Summarize any evidence you have on the impact of the re-designed course on student learning.

Of the 33 students in the course, 29 (88%) earned an A, B, or C in the course. Only 4 (12%) earned a D, and no one earned an F. As this course has never been taught before there are no other sections to compare these grades to. However, these final grades are better than most of the 300-level elective courses I have taught at FSU.

The course evaluations also show the success of the ICD model. Examples of this include:

- 96 % of students reported that this class was "moderately effective," "effective," or "very effective" at increasing their learning

- 95% reported that this class was “moderately effective,” “effective,” or “very effective” at helping them to think independently about the subject
- 92% of students reported that this class was “moderately effective,” “effective,” or “very effective” at involving them in their own learning
- 91% of students reported that this class was “moderately effective,” “effective,” or “very effective” at being challenging
- 91% answered “moderately effective,” “effective,” or “very effective” to the statement “Rate the quality of instruction in this course as it contributed to your learning”

Despite these positive results, I will continue to work on developing the skills related to ICD in hopes of making greater improvements in final grades and in course evaluations.