CURRICULUM FORM
NEW COURSE: CTZN 410: SYMPOSIUM ON THE COMMON GOOD

Implementation Catalog Year: 2019-20	**Submission Date:** 8/30/2016

Catalog Copy	CTZN 410. *Symposium on the Common Good.* Students will prepare to serve the common good by applying the knowledge, skills, and perspectives gained throughout their core curriculum, major classes, and extracurricular activities. In relation to a common theme and a specific community issue, students will synthesize and analyze information from multiple disciplines and generate a product for public consideration. May be repeated for credit as CTZN 420 when the theme or topic changes. Prerequisites: 3 Perspectives level courses; only 1 Perspectives course may be taken concurrently with CTZN 410. 3 credits. Writing infused, speaking infused.

Attach a proposed syllabus in the format specified by the FPPM. Two sample syllabi are attached.

II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION

Part of the new Core Curriculum.

III. RATIONALE FOR COURSE

- Students conclude the new Core Curriculum by bringing knowledge and skills from Pillar courses as well as the practice of integrating knowledge and skills from Perspectives courses. In this final Core Curriculum course, students focus on a common theme centered on citizenry and democratic values. They will use knowledge from their various majors to collaborate on the exploration of a complex issue.
- Different instructors will approach the broad theme from selected topics. The practice of integrating knowledge and skills developed at the Perspectives will be applied in this course.
- Students will examine the ethical consequences of their own decisions, so as to be responsible citizens.
- Students will examine the implications for themselves and others of decisions made in local, regional, or global contexts.
- Students will advocate for, and respond to criticism of, a position while practicing civil discourse.
- Students will collaboratively explore how the complexities of a community issue require a variety of disciplinary approaches.
- Students will reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.
- Develop and practice written and oral communication skills.

IV. RESOURCE ASSESSMENT

A. How frequently do you anticipate offering this course? Fall and spring semesters
B. Describe anticipated staffing for the course including any changes in existing faculty assignments: Will require a course coordinator and faculty from across disciplines to propose topics.
C. Estimate the cost of required new equipment: None.
D. Estimate the cost of and describe additional library resources: None.
E. Will the change require additional computer use, hardware or software? ☐ Yes ☒ No If yes, please describe and estimate the cost: Click here to respond
F. Will a course fee be assessed? ☐ Yes ☒ No If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at http://www.longwood.edu/budget/forms.htm.

All curriculum proposals/changes are processed in the date order received.
Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

APPROVAL SIGNATURES

COURSE: CTZN 410: *Symposium on the Common Good*

	Date received	**Date approved**	**Signature**
1. Academic Core Curriculum Committee Chair	_____	_____	_____
2. EPC Chair	_____	_____	_____
3. Date received by Registrar	_____		

CTZN 410: Symposium on the Common Good
Digital Age Emotions

Dr. Sarai Blincoe   Meeting Time

Course Description: Students will prepare to serve the common good by applying the knowledge, skills, and perspectives gained throughout their core curriculum, major classes, and extracurricular activities. In relation to a common theme and a specific community issue, students will synthesize and analyze information from multiple disciplines and generate a product for public consideration. May be repeated for credit as CTZN 420 when the theme or topic changes. Prerequisite: 3 Perspectives level courses; only 1 Perspectives course may be taken concurrently with CTZN 410. 3 credits. Writing infused, speaking infused.

This section will investigate the nature of emotional expression in social media. Topics may include the differential use of words and images, barriers to coping and comfort behaviors, and cultural differences in expression.

Required Texts/Resources:
1. Common resources, required by all sections:
    a.   Streaming Video- Bhutan: The Pursuit of Gross National Happiness
    b.   Reading 1- Disciplinary perspective on happiness
    c.   Reading 2- Disciplinary perspective on happiness
    d.   Guest Speaker 1 – to provide a common experience, to bring the theme "to life," and to provide potential avenues for exploring the theme during the first two weeks of class
    e.   Guest Speaker 2 – to address speaking/advocating for a position or cause within a community as students begin shaping their "product"
2. Common resources, available for all sections:
    a.   "Just in time" module on group information sharing & brainstorming
    b.   LU faculty "lightning talks" on ethics, oral communication, historical research process
3. Specific resources determined by professor:
    a.   Journal articles and chapters posted on Canvas
    b.   Ex) Mohammad, S.M. & Kiritchenko, S. (2015). Using hashtags to capture fine emotion categories from tweets. *Computational Intelligence, 31*, 301-326.
    c.   Ex) Fleuriet, C., Cole, M., & Guerrero, L.K. (2014). Exploring Facebook: Attachment style and nonverbal message characteristics as predictors of anticipated emotional reactions to Facebook postings. *Journal of Nonverbal Behavior, 38*, 429-450.

Course Objectives:
Through this course, students will be able to
   1.   Examine the ethical consequences of their own decisions, so as to be responsible citizens.
   2.   Examine the implications for themselves and others of decisions made in local, regional, or global contexts.
   3.   Advocate for, and respond to criticism of, a position while practicing civil discourse.
   4.   Collaboratively explore how the complexities of a community issue require a variety of disciplinary approaches.
   5.   Reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.

Class Schedule:
Week 1   Introduction to the course, common materials, first speaker
                          Common resources assigned
Week 2   Section lens: The experience and expression of emotions on social media
                          Section specific readings assigned

                          Assignment: *To post or not to post.* Personal reflection on a particular decision

to post or not post on social media. Describe context, consider reasons for choice, and evaluate possible outcomes. (Outcome 1)

Week 3   Drawing on pillars and perspectives to select a research question and products/outcomes for Symposium Day

Ex.) The expression of emotion X on social media Y by population Z
        Cross cultural emotional expression, a content analysis
        Improving software for data mining
        Reactions to emotional expression, an experimental test
        Designing a new emoticon

Week 4   Based on the plan established in week 3, establish student teams and roles

Assignment: *Project Team Application*. Submit a 1 page letter of application for a position on a project team. Describe the knowledge, skills, and characteristics you can contribute by drawing on your experiences inside and outside of the classroom, including general education, major, organizational involvement, service, internships, etc. (Outcome 5)

Week 5   Getting to know your team and further developing action plan
        Use of just-in-time resources on group processes

Assignment: *Project Team Contract*. Each team will generate a group contract. The contract will specify roles, responsibilities, and consequences for a failure to fulfill obligations.

Weeks 6-11   Work taking place primarily in small groups with (30?) minutes set aside each week for full class reporting/updating. That time can be used to discuss further readings, offer guidance from other subgroups, etc.

Assignment: *Team Reports*. Each week a member of the team will be responsible for updating the class on the team's progress using the "Agile" method (Outcome 4)
        What have you done since the last meeting?
        What are you planning to do before the next meeting?
        Is anything blocking you?

Assignment: *"Implication" presentations.* As a class we will determine possible 'decisions of others' to evaluate. Students will then sign up and present on the implications of a decision from different perspectives, representing costs/benefits for different parties. (Outcome 2)
Examples may include:
- social media companies data mining and running experiments
- grassroots campaigning and fundraising/crowdsourcing
- cyberbullying and aggression

Assignment: *To post or not to post, revisited.* In light of your research over the past 10 weeks, re-evaluate the decision you wrote about in the original assignment. Make explicit connections to course readings, class discussions, etc (Outcome 1)

Week 12   Final preparation and rehearsal for Symposium Day
               Plan for gathering audience feedback (recording Q&A, attendance numbers, rates of participation in demonstration)

Week 13   Symposium Day

               Assignment: *Symposium Day Participation.* Attending other events, notes from our own experience as a presenter

Weeks 14-15   Debrief, reflection, and final assessments.

               Assignment: *Summative Reflection.* Addressing the Symposium Day, the course, and the General Education experience. What went well, what didn't, what might be done differently. How Longwood experiences (major, core, extracurricular) were integrated. What's next for you and the common good? (Outcome 5)

Evaluation/Assessment:

Writing Infused Work   15%
Speaking infused Work   15%
Professor-determined assessments 70%
        Incorporating objectives and final product

Grading Scale: A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D66-64; D- 63-60; F 59-0

Attendance Policy
The instructor reserves the right to reduce a student's final grade by one letter grade for missing 10% of the class time. Missing 25% of the course time will guarantee an "F" for the semester.

Honor Code Statement
The University Honor Code will be followed in this class. At any time, you might be asked to write the pledge on your work:

I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.

Specifically, students will be given explicit instruction in the understanding of and avoidance of plagiarism. The definition per University Honor & Integrity Board is:

1. Handing in as one's own a paper or assignment purchased from a term paper service or any other source.
2. Copying another's paper or work and handing it in as one's own.
3. Taking a paper or work from a file not one's own and handing it in as one's own.
4. Intentionally footnoting an incorrect source.
5. Appropriating passages or ideas from another and using them as one's own without proper documentation.
6. Quoting a written source on an exam, test, paper, or homework assignment without citation when it is requested by the instructor to present one's own work.

The university honor code states that this offense could lead to automatic failure in the course and possible expulsion from the college.

Alternate Format

If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability Resources (Graham Hall, 395-4935). The office will require appropriate documentation of disability. All information is kept confidential.

Inclement Weather Policy

In the event that the university announces a delay or cancelling of class, the instructor will notify students via email or digital course delivery system (Canvas, webpage, etc.) how they are to proceed with course material.

Adaptation for Intersession / Summer Session:

Content of Weeks 1-4   above Face-to-face, on-campus, before break / bulk of course
Content of Weeks 5-12   above On-line, hybrid, off-campus options
Content of Weeks 13-15   above Public presentation day; face-to-face debrief

Journal Articles

Using hashtags to capture fine emotion categories from tweets.
doi: http://dx.doi.org/10.1111/coin.12024
By Mohammad, Saif M.; Kiritchenko, Svetlana
Computational Intelligence, Vol 31(2), May 2015, 301-326.
Detecting emotions in microblogs and social media posts has applications for industry, health, and security. Statistical, supervised automatic methods for emotion detection rely on text that is labeled for emotions, but such data are rare and available for only a handful of basic emotions. In this article, we show that emotion-word hashtags are good manual labels of emotions in tweets. We also propose a method to generate a large lexicon of word–emotion associations from this emotion-labeled tweet corpus. This is the first lexicon with real-valued word–emotion association scores. We begin with experiments for six basic emotions and show that the hashtag annotations are consistent and match with the annotations of trained judges. We also show how the extracted tweet corpus and word–emotion associations can be used to improve emotion classification accuracy in a different nontweet domain. Eminent psychologist Robert Plutchik had proposed that emotions have a relationship with personality traits. However, empirical experiments to establish this relationship have been stymied by the lack of comprehensive emotion resources. Because personality may be associated with any of the hundreds of emotions
and because our hashtag approach scales easily to a large number of emotions, we extend our corpus by collecting tweets with hashtags pertaining to 585 fine emotions. Then, for the first time, we present experiments to show that fine emotion categories such as those of excitement, guilt, yearning, and admiration are useful in automatically detecting personality from text. Stream-of-consciousness essays and collections of Facebook posts marked with personality traits of the author are used as test sets.

Exploring Facebook: Attachment style and nonverbal message characteristics as
predictors of anticipated emotional reactions to Facebook postings.
doi: http://dx.doi.org/10.1007/s10919-014-0189-x
By Fleuriet, Christina; Cole, Megan; Guerrero, Laura K.
Journal of Nonverbal Behavior, Vol 38(4), Dec 2014, 429-450.
The present study investigates people's perceived likelihood of experiencing negative emotion in response to a potentially jealousy-inducing Facebook wall post that was ostensibly sent by a rival. Facebook messages were varied so

that participants (*n* = 821) viewed a message containing text only or text plus either an attractive or unattractive photo of the sender, a winking face emoticon, words in all capitals, or triple exclamation points. Participants were then asked to indicate the degree of negative emotion they would feel if they saw this message on their romantic partner's Facebook wall. The addition of wink-face emoticons and physical attractiveness cues in a Facebook wall post contributed to differences in likely experienced emotion. Participants also reported a greater likelihood of experiencing negative emotion if they were high in preoccupied attachment and low in dismissive attachment. Finally, women reported being more likely to experience negative interpersonal affect in response to the Facebook post than did men. Implications for the role nonverbal cues play in computer-mediated contexts, such
as Facebook, are discussed. (PsycINFO Database Record (c) 2014 APA, all rights reserved)

Sentiment analysis in facebook and its application to e-learning.
doi: http://dx.doi.org/10.1016/j.chb.2013.05.024
By Ortigosa, Alvaro; Martín, José M.; Carro, Rosa M.
Computers in Human Behavior, Vol 31, Feb 2014, 527-541.
This paper presents a new method for sentiment analysis in Facebook that, starting from messages written by users, supports: (i) to extract information about the users' sentiment polarity (positive, neutral or negative), as transmitted in the messages they write; and (ii) to model the users' usual sentiment polarity and to detect significant emotional changes. We have implemented this method in SentBuk, a Facebook application also presented in this paper. SentBuk retrieves messages written by users in Facebook and classifies them according to their polarity, showing the results to the users through an interactive interface. It also supports emotional change detection, friend's emotion finding, user classification according to their messages, and statistics, among others. The classification method implemented in SentBuk follows a hybrid approach: it combines lexical-based and machine-learning techniques. The results obtained through this approach show that it is feasible to perform sentiment analysis in Facebook with high accuracy (83.27%). In the context of e-learning, it is very useful to have information about the users' sentiments available. On one hand, this information can be used by adaptive e-learning systems to support personalized learning, by considering the user's emotional state when recommending him/her the most suitable activities to be tackled at each time. On the other hand, the students' sentiments towards a course can serve as feedback for teachers, especially in the case of online learning, where face-to-face contact is less frequent. The usefulness of this work in the context of e-learning, both for teachers and for adaptive systems, is described too. (PsycINFO Database Record (c) 2014 APA, all rights reserved.

Faculty X   Meeting Time

Course Description: Students will prepare to serve the common good by applying the knowledge, skills, and perspectives gained throughout their core curriculum, major classes, and extracurricular activities. In relation to a common theme and a specific community issue, students will synthesize and analyze information from multiple disciplines and generate a product for public consideration. May be repeated for credit as CTZN 420 when the theme or topic changes. Prerequisites: 3 Perspectives level courses; only 1 Perspectives course may be taken concurrently with CTZN 410. 3 credits. Writing infused, speaking infused.

This section will explore factors related to health and happiness and the influence one has on the other. To be included in the content are contributing factors such as psychological wellbeing, living standards, education level, personal time use, and community vitality and volunteerism.

Texts/Resources**:**
    1. Common resources, required by all sections:
        a.   A handful of common resources – book chapters, videos, articles, etc. representing multiple pillars that serve to introduce / provide common ground for the theme
        b.   Guest Speaker 1 – to provide a common experience, to bring the theme "to life," and to provide potential avenues for exploring the theme during the first two weeks of class
        c.   Guest Speaker 2 – to address speaking/advocating for a position or cause within a community as students begin shaping their "product"
    2. Common resources, available for all sections:
        a.   "Just in time" information – modules, readings, other resources available for faculty to incorporate as topics arise. Sample topics: group communication, teamwork, brainstorming.
        b.   LU faculty "lightning talks" related to the theme or to individual objectives. Sample topics: ethics, communication, perspectives on the topic from various disciplines.
    3. Specific resources determined by professor.

Course Objectives:
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    1. Examine the ethical consequences of their own decisions, so as to be responsible citizens.
    2. Examine the implications for themselves and others of decisions made in local, regional, or global contexts.
    3. Advocate for, and respond to criticism of, a position while practicing civil discourse.
    4. Collaboratively explore how the complexities of a community issue require a variety of disciplinary approaches.
    5. Reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.

Class Schedule:

Weeks 1-2   **Introduction** to the course, common materials, first speaker
               Common resources assigned

Week 3   Factors impacting health and happiness

             - Psychological well-being
             - Education level

- Community vitality and volunteerism
- Personal time use
- Living standards
Review/presentation/discussion from pillars and perspectives courses relative to the current topic

- Human behavior and social institutions
- Contemporary and world cultures

Assignment: Personal Reflection related to Major.
- *"Reflection" can be written, spoken, graphically or artistically represented, etc. – professor's choice*
- *Can be revisited in final weeks of class, in a pre-test /post-test kind of structure*

Weeks 4-12   Does a relationship between health and happiness exist in Prince Edward county/Farmville?

Students work in small groups to examine the impact of health on happiness

1. researching the impacting factors
2. developing survey instruments
3. meeting with healthcare administrators
4. interviewing citizens
5. compiling the results
6. developing posters regarding each factor

Week 13   **Symposium Day** – poster presentation

"Products" may be presented by individual students, small groups, or an entire class, based on the vision developed in weeks 1-3.

Possible structures:
- Rolling presentation/performance sessions across campus throughout the day
- Blocked presentation sessions: morning / afternoon / evening
- Assigned presentation spaces throughout town: Moton, LCVA, Crute Stage, Farmer's Market warehouse

Weeks 14-15   **Debrief**, reflection, and final assessments.

Symposium Day and Symposium Course reflections, personal growth reflections

Assignments as determined by professor. Suggestions:
- Evaluation of Symposium Day presentation, reflection on "products" from other sections
- Post-test assignment related to week 3 reflection
- Assessment of growth through core curriculum, major, and other activities/experiences
- Thoughts about preparation for continuing to serve the common good

Evaluation/Assessment:

Writing Infused Work	15%	
Speaking infused Work	15%	
Professor-determined assessments	70%	
Incorporating objectives and final product		

Assignments:

1. Short paper (5-7 pgs) on selected factor
    a. description/definition of factor
    b. examine community related background associated with the factor
    c. identify components of factor that are observable or measurable
    d. relate the factor to the community (PE and Farmville)
2. Develop a short survey instrument
    a. determine information to be gained (factor and happiness)
    b. write applicable questions
    c. determine appropriate sample to be surveyed
3. Collect data through personal interviews with the following groups
    a. local governance
    b. medical administrators or practitioners
    c. sample from general population representing all age groups
4. Poster presentation
    a. Each group develops a poster presentation on a selected factor
    b. Each group participates in the poster presentation session
5. Reflective essays (3)
    a. Personal reflection on their own well-being, health, and happiness
    b. based on the identified factors
    c. Reflection following completion of interviews
    d. Reflection following development and presentation of the poster

Grading Scale: A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D66-64; D- 63-60; F 59-0

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