The Course Enrichment Component: A Guide for Faculty and Staff Teaching at Ramapo College

**What is the Course Enrichment Component and why do I have to develop this requirement for my course?**

At Ramapo College, all regularly scheduled (including Online / Hybrid), four credit, undergraduate courses offered within the Ramapo College curriculum must include a Course Enrichment Component (CEC). The CEC consists of a minimum of five (5) hours of unmonitored experience outside-the-classroom that enhances the student learning that takes place within the classroom.

Between 2005 and 2006, a new curriculum was implemented at the College. In the new curriculum most courses became 4 credit courses. However, only 3.6 credits of the 4 credits earned are spent IN CLASS. The remaining 0.4 credits (5 hours per semester) constitute the CEC and are completed OUTSIDE of the classroom.

The Memorandum of Agreement between the AFT Local and Ramapo College defined the CEC requirement as follows:

"To facilitate College efforts to significantly enhance teaching and learning without excessive costs to the College, the faculty will incorporate into the syllabus and class instruction extra class activity opportunities, such as participation in convocation, colloquia, seminars and guest speaker programs."

For more information on the history of the Course Enrichment Component, visit the Design Team report of February 2011 at:


**What are the parameters for the development and implementation of the CEC requirements?**

All undergraduate courses at Ramapo MUST include a CEC requirement with the exception of Independent Study, Fieldwork, Lab, and Graduate courses.

The CEC activity should be devised so as to enhance the students’ learning and skills in the course, and must therefore be clearly linked to the course goals.

While there is no requirement that a faculty member monitor the outside-the-classroom experience, it is expected that the CEC will be effectively addressed within the course syllabi (including learning goals, outcomes, and assessments; assignment(s) and grading; and timeline for completion) and be consistently and effectively implemented as part of the Ramapo College Curriculum.

College faculty, in consultation with the administration, has adopted the following procedures for implementing CEC into our courses at Ramapo. The guidelines are summarized below for your convenience and are also available in the ARC Manual, which may be accessed at this link:
Your course syllabi must include a section in which you clearly describe the CEC requirement. In this description, you should clearly state what students will be expected to do in order to fulfill the CEC requirement for the course. You may require a single activity or a set of activities that will together require at least 5-hours of work outside of class. In addition, you may provide students with a set of options and allow them to choose which of the options they would like to complete.

As many students may not immediately understand the relevance of the CEC requirement to the course content, it is also very important that your syllabi clearly explain how the CEC integrates with the course content and/or program curriculum and how it will enhance student learning. You might describe this in a short paragraph somewhere on the syllabus.

Students also need to have a clear idea of the value of the CEC. Consequently, your syllabi should explain the ways that the CEC requirement is related to the goals of the course. You should therefore have a clear idea of what the Student Learning Outcome(s) will be for the CEC (e.g., effectively apply course content, expand knowledge of X, etc…), and the specific Student Learning Outcomes related to CEC should be stated in the syllabus. This information might be included under the description of the CEC or in your list of course outcomes. This (these) outcome(s) could be the generic CEC outcome(s) as presented in the ARC Manual (and also included in the next section of this document), or they may be course-specific outcome(s).

The syllabus guidelines require the inclusion of an Outcome Matrix in the syllabus. The matrix is generally intended to link all course requirements (assessments) with learning outcomes for the course. As the CEC must be linked to a Learning Outcome, the CEC requirement should also be incorporated into the outcome matrix. A sample matrix is available in the Sample Syllabus that is provided for you in the Syllabus Guidelines that are a part of the ARC Manual.

While it is recommended that the CEC be a graded component of the course, this is not REQUIRED. It is important to note that the 5 hours of CEC activity represents 10% of the total "course" time. However, it is up to individual faculty members to determine the proportion of the course grade that will be ascribed to the CEC requirement (for instance, it could be worth 0% or 100%).

If you are grading the CEC activity, or counting it as a portion of the course grade, you should certainly indicate in your syllabus the specific percentage or course points that the CEC will count for in your class.

Regardless of whether or not you decide to count the CEC toward the course grade, our policy requires that the CEC requirement be assessable. In other words, you must be able to determine whether or not students have successfully completed the
requirement and the extent to which they have achieved the learning outcome associated with it.

8. The ARC Manual indicates that failure to complete the CEC requirement should be treated in the same manner as failure to complete any other assignment in the course. Failure to complete this mandatory component should not, generally, result in a grade of F for the entire course.

**How should the Student Learning Outcome associated with CEC be stated on the syllabus?**

The ARC Manual provides guidelines for stating the Student Learning Outcome related to CEC. The information provided in this section comes from the Manual. Faculty members are free to develop their own wording for the CEC related outcomes in their course. Regardless of the specific wording, the outcome(s) related to CEC should require application of course-related knowledge or skills, and/or emphasize the integration of knowledge with experience (e.g., understanding relevance of course content, observing applications of course content) that results in enhanced learning.

From the ARC Manual:

**Student Learning Goal and Outcomes for the CEC**

**Goal:** Each student will participate in five or more hours of unmonitored experience(s) outside the classroom designed to enhance student learning in the course.

**Outcomes**  
(All courses should include one or both of these outcomes, as appropriate)

- *Demonstrate* how an out-of-class activity applies knowledge obtained in the classroom
  - The activity would be a hands-on / minds-on activity, e.g. fieldwork, lab-type activity, creative work, etc.
  - Examples of Instruments (assignments): a lab / field report; embedded question(s) on exams; research material incorporated into existing paper as a source; oral presentations/reports; creative works.

- *Demonstrate* how learning of the course material is connected to and enhanced by the out-of-class activity
  - Examples of Instruments: reflection paper; embedded question(s) on exams; research material incorporated into existing paper as a source; oral presentations/reports

**Other Important Considerations**

There are instances in which faculty might collaborate with each other to “bundle” CEC requirements when the courses are academically related. For example, courses with co-requisites, and programs in which students are ‘bundled’ into courses (e.g. first semester freshmen), may desire to establish a single larger CEC (totaling 10 hours or more) that serves these grouped courses.
For courses that are thematically related, faculty members may collaborate to develop CEC activities that enable students from their courses to interact in completion of their CEC requirement. For example, students in mathematics course may collaborate with students in a social science course in developing a project that involves data collection and analysis. The mathematics students may then spend their 5 CEC hours developing and populating data files, and running analyses, while the social science students may develop surveys and collect data in fulfillment of their 5 hour requirement.

Note that in accordance to College policy, students MAY NOT DOUBLE-DIP, meaning that they may not complete just one, five-hour activity in fulfillment of requirements for 2 or more courses. Each course must require a five hour activity. Double-dipping is considered a form of academic misconduct and should be reported to administration using the same reporting procedure as for other forms of misconduct.

In consultation with faculty members and with permission from all instructors, a student may complete CEC requirement hours in one activity, but in such cases, the number of hours would need to be adjusted to reflect 5 hours per course. For example, a student may provide service to or intern with an agency for a total of 10 hours and use these hours to fulfill requirements for 2 courses (5 hours for each), assuming the student has first consulted with and obtained permission from both instructors.

**Oversight of CEC**

As noted in the Memorandum of Agreement, the CEC should assessed on an on-going basis at the convening group level. Faculty members and convening groups must be able to document the achievements for their CEC-based outcomes.

**Are there courses that do not have a CEC requirement?**

The CEC does not apply to:
- Independent Studies, co-ops and internships;
- Courses bearing fewer than 4 credits;
- Graduate level courses;
- Laboratory science courses or any other courses with *scheduled* meeting times in excess of 50 clock hours (3000 minutes) per semester.

**How can a faculty member determine whether their CEC activity is appropriate?**

There are many resources available for faculty members interested in developing CEC activities for their courses. Here is a list of potential venues for assistance in developing and evaluating the effectiveness of the CEC activity:

1. The Faculty Resource Center can offer assistance to faculty members and staff who teach for developing and/or evaluating the effectiveness of their CEC activities. The FRC may also assist in developing partnerships with other Campus units as needed (e.g., Center for
2. Faculty members are encouraged to consult with their convening group members to discuss best practices and to share ideas for effective CEC requirements.

3. Consultation with faculty members outside of the convening group may also be fruitful for sharing information about best practices as well as for developing interdisciplinary collaborations and requirements.

Sample CEC Activities

Sample from CA
Course Enrichment Component Assignment for “Media Issues and Ethics”
Courtesy of Tom Lueck (Tlueck@ramapo.edu):

Following are the ground rules for your required “CEC” assignment:

Please visit The Paley Center for Media, a public archive of more than 140,000 TV and radio programs. The Center is at 25 West 52\textsuperscript{nd} Street, between 5\textsuperscript{th} and 6\textsuperscript{th} Avenues, in Manhattan. Its web address is www.paleycenter.org. The archive, which you will search and view on line, is on an upper floor, but there is a lobby and reception desk on the ground floor that should be easy to find.

I leave it up to you to schedule your trip. The Center is open Wed.-Sun, 12-6, and for an extra two hours (to 8 p.m.) on Thursday. It is closed Monday and Tuesday. Student admission is $8 – take your Ramapo ID.

There is regular bus service from campus to the Port Authority bus terminal at 42\textsuperscript{nd} St and 8\textsuperscript{th} Ave., and you can walk from there. The walk will take you across Times Square and past Rockefeller Center.

Your assignment is to look into archival TV footage of the “Quiz Show Scandals” of the 1950s. This was a huge deal at the time, involving a hit CBS program called “The $64,000 Question” and other quiz shows. The best program that has original footage and more current analysis is a PBS show from the early 1970s called “The American Experience,” hosted by David McCullough, a well-known historian. You should find that program, and browse for related material. Spend at least 90 minutes viewing it and taking notes.

The second part of your assignment will be to write a 750 word essay comparing the “scandal” of the 1950s to current standards and production methods for “Reality TV.” The latter is a subject we will be taking up in class after Spring Break.

The essay will be due before class on May 4. It will be graded. Your grade on this “experiential” essay will be combined with the grade on your “midterm” essay to count for a total of 20 percent of your grade for the class.
A Collaborative CEC Requirement that Promotes Active Learning and Interdisciplinary Collaboration in Communication Arts Courses: Acting for the Camera & Web Series Production

Courtesy of Tobin Addington (Taddingt@ramapo.edu) and Eliza Baldi (Ebaldi@ramapo.edu)

Aim:
In an effort to provide students with a unique, engaging, and truly relevant CEC opportunity -- as well as foster cross-discipline relationships and learning Professors Tobin Addington and Eliza Baldi collaborated last fall to create a mutually effective enrichment opportunity for their students.

CEC Activity Description:
Students in both courses worked collaboratively to develop an original web series. To this end, students from Eliza Baldis Theater Arts course "Acting for the Camera" were required to audition for roles in the original web series created by Tobin Addingtons Communication Arts students in their advanced "Web Series Production" course.

CEC Activity Outcomes:
This CEC activity provided Acting students in Professor Baldis course with the opportunity to experience an audition, perform before cameras, and see the final results cut together. These activities were aimed at enhancing their understanding of the audition process and to promote self-reflection and awareness.

Professor Addingtons Digital Filmmaking students had a talented cast of willing actors to rely on for completion of their web series project. The collaborations they experienced allowed them to meet and network with student actors on whom they have continued to rely for completion of projects in subsequent courses.

The responses from both sets of students have been glowing, with many recognizing the positive impact of this collaboration for enhancing their academic and professional development. Professors Baldi and Addington plan to continue explore ways to engage students across disciplines through the CEC.

Sample from SSHS
Course Enrichment Component Assignments for “Adolescent Psychology”

Courtesy of Maya Poran (mporan@ramapo.edu)

Assignment A: MEDIA WATCH: You are to locate and examine magazine advertisement images and analyze them in relation to ideas of adolescent alienation. This is a CEC assignment. Up to 2 Examination hours of the ads will count toward the Course Enrichment Component. Throughout the work, you will have opportunity to apply your knowledge of Adolescent Psychology to the critical analyses of the Advertisements, and it is hoped that your examination of these advertisements will enrich your understanding of what have learned regarding Media Influence on Adolescent Psychology. Please include a page reflection section in the conclusion section of your assignment, discussing how the
examination of advertisement media enriched your understanding of the class and text information for this subject area.

**What are we doing:** Media Watch Assignment: You are to locate and examine five (5) magazine advertisement images and engage in an analysis of them in relation to adolescent psychology. These Ads may be of adolescents, targeted toward adolescents, or you may look at images from magazines targeted to adult populations and speculate on their influence on young people when adolescents view them.

**Why are we doing it:** As you recall from our readings, media influence on adolescent development and psychology is well researched. Here is a place for you to look closely at Ads and consider how they are influencing the psychology and development of adolescents.

**Things to consider:** Advertisements are completely intentional communications. Here is a space for you to read those communications. Questions that may guide you in your analyses are: *What* are the ads saying? *What* social messages do they convey? *How* are the messages being communicated in each specific ad? *How* may such messages be *experienced* by adolescents? You may connect your analyses to, and through, anything that seems relevant from our past readings. For example, you may think about communications that would have an effect on youth in relation to SES. Perhaps you have found ads that may influence young people’s perceptions of their bodies, or pull on tendencies to conformity. Maybe you see the imaginary audience being used. Really explore the possibilities, and analyze as deeply and fully as possible. Please be sure to keep your eyes peeled for issues related to gender, ethnicity/race, social class, sexual orientation, and physical ability.

This work is also to be presented as a 6 page paper. Please include magazine ads with your written piece and cite all referenced materials appropriately. Up to 2 Examination hours of the ads will count toward the Course Enrichment Component. Please include a page reflection section in the conclusion section of your assignment, discussing how the examination of advertisement media enriched your understanding of the class and text information for this subject area.

**Format:** 6 pages minimum and a reference page, in APA style.

**Basic APA style:** All papers should be completed in 12 point New Times Roman font, have one inch margins all around, have running heads and page numbers at the top right .5 from top, and be double spaced throughout (with no extra spaces in between any sections). See APA.ORG for further information on APA style issues, in-text citation, reference page layout, and so on. They have an excellent and easy-to-follow resource there. (Go to the quick links on the left side of the page. On the next screen click on “The basics of APA style,” located at the top right hand side. This will bring you to the tutorial. It is free and very helpful for APA style basics).

**Paper Layout:**

**Introduction:** 1 page for your Introduction.
**Five Separate Entries for Ads:** Each Ad should be examined on its own. First examine the ad itself. What is being depicted and how? Look at everything from layout, words chosen if any, font, colors, who is pictured, and so on. Next, analyze what meanings are being conveyed through these depictions. Then make explicit your connections to adolescent psychology. For example, perhaps you see an ad that says, “Maybe she’s born with it. Maybe it’s Maybelline.” You may wonder if that communicates to adolescents that girls need make-up to be considered beautiful. You could then examine how that may be perceived by adolescents, and what influence this may have on adolescent girls’ experiences of themselves, and adolescent boys; perceptions of adolescent girls. Remember: get into as deep analyses as you can.

**Conclusion:** Provide a conclusion where you tie things together, and provide a general conclusion. Don’t forget to also add your CEC reflection: What did you learn through this activity? Did doing this illuminate your knowledge in any way? Did this examination and analyses enrich your understanding of any adolescent psychology processes?

**Reference page**

**Assignment B: Interview and Analyses on Sexual Education:** For this assignment you will interview someone on their recollections of their education on sexuality. **This is a CEC assignment. Up to 2 hours of a face-to-face interview time will count toward the Course Enrichment Component.** Throughout the work, you will have opportunity to apply your knowledge of Adolescent Psychology to the critical analyses of someone’s real experience, and recollection of, their education on sex and sexuality, and it is hoped that your examination of these advertisements will enrich your understanding of what have learned regarding sex and Adolescent Psychology. **Please include a page reflection section in the conclusion section of your assignment, discussing how the examination of advertisement media enriched your understanding of the class and text information for this subject area.**

**What it is:** This assignment is comprised of an interview session and analyses of the interview. You are to interview someone on their recollections of how they learned about sex and sexuality. You may interview anyone that you want. A friend, a parent, a sibling; whomever (as long as they are 18 years old or over, and you have their consent!).

**Why we are doing it:** The purpose of this assignment is to investigate what we have learned about adolescents and sex education through a real-person interview. The hope is that engaging in this process will illuminate the information from our text and our class, and enrich your understanding of the issues we have addressed on this topic (as well as other topics addressed up to this point in the semester). It is also hoped that the interview process itself will be beneficial to you, and encourage you think about and practice the skills necessary for working with youth in the future.
Important issues for interviewing:

- Make sure they know what the interview is for
- The interviewee needs to consent to be interviewed for this paper
- Ensure the person that they will remain anonymous; and/or that the information will go no further than the confines of our classroom
- The interviewee needs to understand that they are welcome to NOT answer any question they feel they do not wish to answer

The Interview:

In regard to the interview process itself: enjoy it. Find an appropriate setting to hold the interview. You will likely only have to ask the first question to get the ball rolling. You may engage in a free-flowing interview, allowing the conversation to direct you, or a structured interview in which you have the participant answer from a list of pre-prepared questions. You are encouraged to come to the interview with a few primary questions prepared regardless. Some example of questions: You can ask where they recall first learning about sex, how and from whom, perhaps if they thought their education was sufficient or not, and so on. Make sure to write and take notes as you listen. Have a good conversation.

Paper structure should be as follows:

1) Begin with a general introduction, who you interviewed and why, and major themes which emerged in the process
2) A close examination and explication/analyses of themes for the body and bulk of the paper
3) What you learned, implications for teaching people about sex, and general conclusions.

Please include a CEC reflection here discussing if/how this interview process enriched your understanding of the topics for this section.
4) Reference Page
5) Appendices if necessary

Important things to remember in regard to analyses:

- Your analyses are central to this work. Do not let the person’s story over-ride your paper. If you would like to include much information from the interview, you are welcome to include more as an appendix. Remember, your analyses should AT LEAST equal, and preferably surpass, the amount of space and attention you give to the person’s words.

- Integrate information from our text! When you use quotes or information from the book, or any other source, please make sure to cite them properly. Also, make sure to explain any quotes (or paraphrasing) you include. Do not let the words of others speak for you!

- In addition to information from our chapter and discussions on sexuality, please include analyses regarding gender, ethnicity/race, SES and ability, and any other issues that arise that you see as relevant. Connect to what we learned and read about, and make sure to cite properly.
So, talk, listen, enjoy. This should be an interesting and enlightening experience. If you have further questions before our next meeting, feel free to write me on email: mporan@ramapo.edu

Sample from SSHS
Course Enrichment Component in An Advanced Topics Course for Senior Students focused on Child Abuse Courtesy of Lysandra Perez-Strumolo (lperezst@ramapo.edu)

Course Enrichment Component Requirement for Advanced Topics in Child Abuse: Service Learning (15 hours) and Reflection Instructions

As part of the requirements for this course you are expected to volunteer at an agency that serves disadvantaged youth. You may choose to volunteer at Math Adventured and Word Play in Teaneck, NJ or at some locations of the Boys and Girls Club. We will discuss placements in more detail on the first day of class.

Please visit any of the following sites for more information about the Boys and Girls’ Club Programs.

Garfield Boys and Girls Club:
http://www.bgccgarfield.org/
Paterson Boys and Girls Club:
http://www.bgclubofpaterson.org/
Clifton Boys and Girls Club:
www.bgclifton.org/
Boys and Girls Club of Hudson County (in Jersey City):
http://www.bgchc.org/
Lodi Boys and Girls Club
http://www.bgcoflodi.org

Math Adventures and Word Play
Math Adventures and Word Play (MAWP) is a 90-minute tutoring program held on Saturdays and offering free access to the entire community. MAWP provides instruction in math, reading and writing for students in grades two through 12. Students interested in this program may arrange for free transportation (see me).

Note about alternative Field Placements that may be acceptable for the Advanced Topics course service requirement:
If you will be completing service with disadvantaged youth during the same semester as your Advanced Topics course, you may complete your Advanced Topics service hours at that facility if and only if the following conditions are met:

1. The agency serves disadvantaged youth (children who are impoverished and/or ethnic minorities and/or immigrant populations)
2. The service would provide you with an opportunity to interact with the children they serve for a minimum of 15 hours over the course of the semester
3. You have discussed your placement with me (your Advanced Topic Instructor) and have been informed that the agency is adequate for the purpose of our course work.
Reflection Instructions:
The reflection for your service learning experience will be worth 10% of your grade.

The instructions for this part of the assignment require that you develop this reflection in several steps.

Step 1: Free Writing-this is a technique used to compose material-original ideas- and reflections. For this portion of your reflection, you will engage in “focused-free-writing, which requires that you,” which requires that you write freely while you stay focused on the question or problem at hand.

Set a timer for 15 minutes-I want you to spend the 15 minutes writing nonstop. You should concentrate on the ideas while you write-not the spelling and grammar. This is a think-out-loud paper without concerns about organization, grammar, or spelling…There are no right or wrong ideas-I want you to simply explore your thoughts and get them on paper.

You will need to keep your mind focused on one of the two questions posed below as you write:

How might my life be different today if I were one of the children I met at my placement?

What is the role of economic disadvantage in human development?

Step 2: Integration
In this portion of the reflection, I want you to either:
   a) read what you’ve written for your “free-write” and then explain some of it using psychology theory and/or research we’ve learned in class (or in previous courses)
   b) describe an observation from your service learning experience that struck you as particularly important or interesting. This might be a story of resilience, a story about deficits, or a story about the ways that environments can influence child development. In sharing this story, I will expect that you will integrate theory and/or psychology concepts significantly.

Rubric:
What I am measuring in this assignment is primarily your ability to apply what you know to the real world. I want to see that you can think like a scholar in developing sophisticated reflections (in step 1) and complex critical analyses (in step 2). I am looking for evidence of synthesis (experiences and ideas), application (of theory and concepts to the real world), and integration (of experiences, ideas, concepts, and theory) in developing an effective critical analysis.

F = Not at all effective
C= student provides sophisticated reflections and may demonstrates some application or integration, but the depth of analysis is deficient, or there are some minor errors in critical analysis
B = Student provides sophisticated reflections and effectively demonstrates evidence of synthesis, application, and integration. There are minor errors or weaknesses in the critical analysis.

A= Student provides a sophisticated reflection and demonstrates evidence of synthesis (experiences and ideas), application (of theory and concepts to the real world), and integration (of experiences, ideas, concepts, and theory) in developing an effective critical analysis.

Sample from SSAIS
Course Enrichment Component Assignment Courtesy of Ed Shannon (eshannon@ramapo.edu)

<table>
<thead>
<tr>
<th>Prof. E. Shannon</th>
<th>Course Enhancement Component Assignment</th>
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<tbody>
<tr>
<td>Value: 5% pass/fail grading</td>
<td>Length &amp; Due dates: variable</td>
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All undergraduate courses at Ramapo College include a required Course Enhancement Component (CEC): students must engage in 5 hours of related academic activity outside of class.

My main goal for the Course Enhancement Component is to encourage students to participate in the life of the college and to reflect upon the relationship of writing, literature, art, and culture to the other aspects of campus life. To accomplish this end, my assignment asks students to both attend cultural events and investigate issues affecting the campus culture.

**Part A. Cultural Events (2 to 3 hours):** Every semester, Ramapo hosts a variety of cultural events, many of which intersect with literature, writing, history & culture, or some other aspect of our course. Attend one or more of these events (totaling at least 2 to three hours). To earn credit, first seek my approval of the event in question and then write a short paper about the event. I will make you aware of events I consider appropriate via email or other means. Should a campus event I fail to mention strike you as interesting or appropriate, please ask me if I will accept the event for CEC credit.

- *I will not accept* watching a film at home or going to a Broadway musical with family as a CEC assignment.
- *As the event is already required for FYS students, attending Fall Convocation cannot fulfill this assignment.*
- Towards the end of the semester, provide your final writings on the events you’ve attended.
  - See syllabus for specific dates

**Cultural Events Reflection Essay instructions:**

Write a **two-page (minimum)** essay on each event you attend. Answer the following question: “How did attending this event enhance or comment on or reflect the work I have done in class?” (Of course, it is possible to conclude that an event did not enhance course work). Each paper should be preceded by a heading identifying the event and stating how many hours it lasted. Next, choose a quotation from one of our class readings. Using this quotation, try to weave together your experience with at least one of our classroom readings.

- Use the template below as a guide in completing your CEC report.
- Responses that do not follow this model will be returned for revision. Your reports will be posted to Moodle:
Event details:
Course Enhancement Essay 1
Event/Date/Time: Campus Visit/Poetry Reading by Jane Doe, York Room, March 1, 1.00-2.00 pm
Hours completed: 1 hour

Quotation from reading done in class:
“April is the cruelest month, breeding
Lilacs out of the dead land, mixing
Memory and desire, stirring
Dull roots with spring rain.” (from T. S. Eliot’s The Wasteland)

Short Response:
Many of poet Jane Doe’s poems discuss not just nature, but the seasons. One cannot help but consider T. S. Eliot’s observation that “April is the cruelest month” when Doe reads her poem, “June is Way Better than April” . . .

How did attending this event enhance or comment on or reflect the work I have done in class?
Although it may seem odd to suggest that the work of a living poet has much in common with a course covering literature from long ago, I found that Doe’s poetry made me see our reading in a new light . . . .

Part B. Investigative journalism (2 to 3 hours): Identify an issue on campus that concerns you and do some investigation. Below are some topics students have investigated in the past:

** The CEC requirement
** Parking regulations
** Student fees and fines
** Tuition hikes
** Lack of support for liberal arts
** Faculty apathy
** Discrimination

** More student input in student activities
** Posting policies
** Smoking on campus
** Excessive fines levied against students
** Student apathy
** Housing issues
** Student clubs

(Of course, you can praise campus policies and institutions, too!)

Find your issue and follow these steps:
1. Find out what administrative office, faculty, or staff member is the point person for this issue. Conduct an interview with this person to gather information (in person, over the phone, or via email).
2. Find out what student group would be most closely involved with or interested in this issue (if no group or club seems appropriate, contact the SGA). Conduct an interview with representatives of the student group.
3. Then, put your data into writing. You might compose letters to the administration, faculty, or staff people who can make changes you desire. You might compose letters (or perhaps an editorial) to the student newspaper, radio station, or television station.
4. Write a final report for me—post this report with whatever documentation you have acquired (you must post at least one email that demonstrates you have been pursuing your cause).

- By midterm, I expect you to at least submit a short report identifying your issue and the names of the administrators and/or student organizations responsible for the issue. You may actually be finished by mid-semester. (Post to Moodle).
- Towards the end of the semester, provide your final writings on the issue (letters, editorials, letters to the paper, etc.) and a “completion report,” explaining the current state of the issue. Explain how your work in the class informed your experience (and vice versa). This report must include evidence (emails, for instance, or a letter you’ve published in the Ramapo newspaper) demonstrating that you have in fact contacted people on campus regarding your issue. (Post to Moodle).

**Deadlines:**
- See syllabus for specific dates.

**Important Note on C.E.C:** Student should not submit reports on the same events to two different classes. Doing so can be considered an infraction of academic honesty. If you are taking two of my courses, please do not submit reports on the same event to both courses.

**ALTERNATIVE CEC ASSIGNMENT:** you might consider a bigger project, which allows you to forego one of our major assignments as well as fulfill the CEC obligation.

**HOWEVER, Service Learning demands much more than 5 hours of work.**

**Service Learning Option:** Working from a list of postings provided by the Civic Engagement staff, we will develop a project that will allow you to complete the Enhancement requirement (and more). Such projects also entail folding in at least one other class assignment, and entail far more than 5 hours’ work. Students completing this assignment may be asked to make a presentation to the class on their work.

- Toward the 4th week of the semester, choose a project.
- By midterm, provide me with an initial report on your activities.
- Toward the end of the semester, provide me with a final report on your activities. Explain how your work in the class informed your experience (and vice versa).
  - We will establish specific deadlines once you develop your project.
  - See syllabus for specific dates.

**Sample from SSAIS**
**Course Enrichment Component Assignment Courtesy of Iraida Lopez**
(ilopez@ramapo.edu)

**Hispanic Caribbean Writers and Pop Culture**
**Visit to Spanish Harlem and Eyewitness Report—CEC Requirement**

**Objectives:**
Critics contend that the Hispanic Caribbean extends as far as New York City, which was a witness to the rise of salsa, a hybrid musical product. The migration of Cubans and Puerto Ricans to the U.S., specifically to NYC, harks back to the end of the nineteenth century. You
will recall that Cuban patriot and poet José Martí spent the last fifteen years of his life in the city, where he founded the Partido Revolucionario Cubano that sought the end of the Spanish colonial rule on the island. He wrote some of his most famous essays in the city, including “Mi raza” and “Nuestra América.” In the 1940s, Operation Bootstrap (Operación Manos a la Obra) pushed many Puerto Ricans to migrate to the mainland. We read about this migration in René Marqués’s *La carreta*. More recently, thousands of Dominicans (not to mention Mexicans) have made NYC their home.

Our overall objective is to explore one of the neighborhoods where Hispanics have settled in order to determine the boundaries of the Hispanic Caribbean through the cultural vitality of a NYC neighborhood. Is the idea that the Caribbean reaches well beyond its geographical borders feasible? Are there signs in El Barrio that allow us to defend this idea?

I will provide you with an itinerary for the walking tour (drawing from the itinerary provided by Prof. Castellanos, who also provided a model for an ethnographic project). The Hispanic presence in Spanish Harlem has been longstanding. The neighborhood is known by its Spanish name, El Barrio. Read about it beforehand. Find out what has changed and what has remained the same.

*While we are there:*

We will look for signs of cultural activities related to the Hispanic Caribbean and/or Hispanic culture in general. Be sure to take notes as we explore the neighborhood. If possible, pick up information (brochures, programs, art catalogues) about any institutions you come across related to Caribbean culture. Listen to the language(s) spoken in the neighborhood as well as the sounds of music. Watch out for any *bodegas*, *botánicas*, and churches. Pay attention to what the shops sell and don’t be afraid to ask questions about things that are new to you. Look for murals and icons evocative of the culture.

Look also at the shops, restaurants, and buildings, and make a note of their characteristics. If there are any music stores, see what kind of music they advertise and sell. Pay attention to the surroundings and write down anything you see that you think represents Hispanic Caribbean culture. Is it representative of a particular island? Is it representative of other Hispanic cultures? Do you see any signs that suggest the neighborhood is changing? You may speak informally with the people you find in the street or shops, especially if they speak Spanish, to find out more about those who live there and the neighborhood.

This visit will fulfill the CEC requirement for the course.

*Assignment:*

Each student will write a four-page report on the neighborhood containing the following:

• Compare what you saw against what you expected to find there.
• Describe your overall impression, indicating whether you found signs of a distinct or diverse culture.
• Offer more detailed comments on any one salient aspect of the neighborhood: its people, shops and restaurants, cultural manifestations and institutions, or any other noteworthy element.
What can you say about the socioeconomic makeup of the people living there? Are there signs of change?

Offer arguments for and/or against the idea that this is a Hispanic Caribbean area.

You may take photographs to illustrate your report, but add them at the end, in addition to the four typewritten pages. You will receive a grade for the report, worth 20% of your final grade.

Our tour will end at Amor Cubano restaurant (http://www.amorcubanorestaurant.com/media/amorcubano.html) at about 3:00 p.m. The restaurant is on 2028 3rd Ave. (at 111th St.). You will have a chance to taste Cuban cuisine, courtesy of the Platinum Series (Student Activities).

Sample from TAS
Course Enrichment Component Assignment for Field Botany: Angiosperms
Courtesy of Eric Karlin (ekarlin@ramapo.edu)

Field trip (5 points, Course Enrichment Component)
You are to attend one botanical field trip led by a professional field botanist. A list of the options available for the Fall semester will be provided by the instructor. You are to take notes on what takes place on the field trip, with an emphasis on the plant species observed. You will then write a 500-750 word report which presents this information. Pictures are recommended. In addition, the report must also include the location, the name of the trip leader and sponsoring organization, date of trip, time of day and weather conditions.

Sample from TAS
Course Enrichment Component Assignment for Introduction to Geology
Courtesy of Emma Rainforth (erainfor@ramapo.edu)

Students are required to attend the class Field Trip. Several trips will be offered in a 10-day span to ensure all students can find a convenient time to go. The instructor takes approx. 10-12 students at a time (so the trip has to be offered 3 or 4 times), to Nyack Beach State Park, where there are outcrops of the Palisade Sill and Triassic redbeds, formed during the rifting of Pangea (i.e., preliminary stage of the opening of the Atlantic Ocean). The instructor guides the students in making observations, and then interpreting these observations, to ascertain the geologic history of the site. The instructor finishes with a wrap-up mini-lecture (10 minutes or so) explaining the geological context and significance of these rocks. This trip lasts approximately 3-3.5 hours, and students then submit a written geological report of the site, which is graded by use of a rubric.