Short Assignment for

Sophomore Periclean Scholars
Periclean Scholars 225

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Introduction for Faculty Colleagues

GST/COR 225 Periclean Scholars is the first class that the cohort of Periclean Scholars will take; it is offered fall semester of their sophomore year. In this class, key components include the generating of the “cohort” and “in it together” attitude. Students will take a course together the ensuing 5 full length semesters, in addition to (hopefully) travel during the winter term of their senior year to our country of focus: Namibia. The purpose of this class is to begin to develop the community needed for a successful cohort. Being able to develop individual and group goals means having a level of support and trust both inter- and intrapersonal in nature. This assignment is the second step in this process. The first step will consist of a program on the challenge course.

The Life Collage assignment is the visual opportunity for students to “tell” others in the class who they are, what is important to them, and begin to develop their sense of self within the larger group of peers. As can be read in the course description (see below), this is the foundation for all other experiences and activities in which we will be involved. Being effective agents of social change equates to being a good group member, and knowing how to work with others, stepping ahead when it is appropriate, and stepping back when appropriate.

The course description is as follows: In this foundational course students develop a mission statement for the class and research in depth the issues and topics related to that mission. Emphasis is placed on becoming deeply familiar with the multiplicity of factors that surround the group’s chosen issue and developing individual and group goals (short and long term). They examine the process of and begin to understand how to be effective agents of social change. Offered fall semester. Counts toward Civilization or Society requirement.

A unique characteristic of the Periclean Scholars Program; the faculty is the mentor for 4 years. The first year, entitled Year 0 is the first year in which the cohort is on campus. The faculty is attending mentor sessions, but has no students enrolled in the program. During the fall and spring semester, interested candidates apply; there is a writing component, the need for a faculty letter of recommendation, and an interview. Accepted students are inducted in a ceremony in April of that first year. Year “1”, therefore, refers to the first year the students are enrolled in Periclean (sophomore year at University), yet is the faculty members second year. Year 2 is their junior year, and Year 3 is the senior year. The table immediately following this shows the progression of class through the years.
The Assignment I Distribute to Students

PER 225 – Sophomore Periclean Scholars

Identity Collage

Short Assignment: worth 10% of final grade

I (and your peers) want to learn more about you – so your task is to find visual images that represent you. Images may be created (drawn by hand) or found in the media (electronic or hard copy). Using an 18” x 24” sheet of paper, create (draw, copy, cut, paste) the visual representation of your life on the sheet, which you are willing to share. This visual representation could include interests, passions, and other factors which make you “you”! Please see below how this helps us achieve our Periclean course goals.

- All students will bring their completed collage to class Monday, September 9th.
- In addition to the collage, students will write a one page reflective piece which will be turned in Monday at the beginning of class.
  - Self-Reflection: On one page, please answer the following three questions: (a) what did you choose to disclose; (b) why did you choose to disclose this information; and (c) what do you think others will do with the information.
- One half of the class (determined randomly) will verbally present their collage to their peers Monday; the second ½ will present to their peers on Wednesday.
- Students will complete the rubric with Connections & Interesting Information with information learned about their peers. See example immediately below ...

<table>
<thead>
<tr>
<th>Name</th>
<th>Connections</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol</td>
<td>Also from New England</td>
<td>Has lived overseas for 2</td>
</tr>
</tbody>
</table>
Connection to course goals:
Goals and objectives of the class
In this course you will...
   1. ...learn who the members of our cohort are and what skills, experiences and passions they bring to the class.

Student learning outcomes:
   - Learn more about their cohort on a personal level and develop camaraderie
   - See similarities between self and others in class
   - Utilize “Challenge by Choice”; Adventure Based Learning theory in which students push selves out of comfort zone, but are not forced to share information/attemt an activity at too high a risk level (risk level could be at the emotional, mental and/or physical component)
   - Utilize “Full Value Contract”; Adventure Based Learning theory in which students fully value what all others in the class as well as what the self has to say, think or feel.

Student learning outcomes for this assignment are to help students learn to ...
   - Summarize what they see on other’s life collage
   - Evaluate similarities/differences between their upbringing and others in cohort
   - Address peer audience

Later in the semester we will re-visit this assignment.

Grading rubric is on the reverse side of this page:
<table>
<thead>
<tr>
<th>Criteria: 10 points</th>
<th>Average work 70-79%</th>
<th>Good work 80-89%</th>
<th>Better work 90-100%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity/Quality</td>
<td>Very little creativity and low quality</td>
<td>Attempts to be creative and/or medium quality</td>
<td>Very creative and shows thought put into the assignment</td>
<td>1/1</td>
</tr>
<tr>
<td>Periclean ethos</td>
<td>Some connections to Periclean ethos or class content</td>
<td>Connections to Periclean ethos and/or class content</td>
<td>Strong connections to Periclean ethos and class content</td>
<td>2/2</td>
</tr>
<tr>
<td>Connections</td>
<td>Makes connections or finds interesting point for some peers</td>
<td>Makes connections or finds interesting point for most peers</td>
<td>Makes connections and finds interesting point for all peers</td>
<td>3/3</td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>One component of the prescribed self-reflection is addressed</td>
<td>Two components of the prescribed self-reflection are addressed</td>
<td>All three components of the prescribed self-reflection are addressed</td>
<td>4/4</td>
</tr>
</tbody>
</table>