

## Mini-grant Proposal Log

NAME	COURSE	TITLE OF PROPOSAL
Albert, George	ENL101	Quote, paraphrase, and summarize primary and secondary sources in a recognized documentation style while avoiding plagiarism
Anderson, Scott	ART136, 3D Design	New instructional approach to 3-D Design
Bancroft, Rachael	ENL101	applying close reading skills to make sense of challenging texts
Benjamin, Denise	FRA	political correctness and tolerance in the French speaking world
Casey-Lane, Cate	NUR107, NUR507	Older Adult Interview Assignment
Esperson, Christine	SPA	political correctness and tolerance in the Spanish speaking world
Etter, Catherine	ESC101	Using Online Applications to prepare for Labs
Hennessy, Jennifer	Clinical Dental Hygiene I, Clinical Dental Hygiene II, III	Eaglesoft Dental Record Technology integration for a Dental Hygiene Curriculum
Knell, Gail	BUS100	increase communication and teamwork in an online course through a project that focuses on a contemporary business topic
Leite, Melissa	DEN509 Dental Materials Lab	Dental Cements, Bases, Liners Lab
Lex, Egila	GER101, GER201	political correctness and tolerance in the German speaking world
McClintock, Henry		
McGurk, Rita	NUR107, NUR507	Older Adult Interview Assignment
Moynihan, Steven	GOV 111	Data Inquiry in American Government
Murphy, Debra	ECE100, 201, 202, and 230	working/collaborating with colleagues
St. Onge, Krystin	HUS 229	Develop and assess community-based learning through service-learning volunteer opportunity, community-based research, or service within the community.
Stocker, Darren	CRJ105	The Voice of the Victim
Trainor, Thomas	ENL101	integration of a separate one hour online critical research/reading skills module
Wolfson, Michele	PSY 101-04 General Psychology	Psychology in the News
Zaniboni, Paulette	DEN 237 Pain Management in Dental Hygiene Practice	The implementation of Safe-D needles to the lab

## Albert, George – ENL101

Summer Mini Grants for Innovation in Teaching  
13 June 2016

This proposal is for ENL101: English Composition I; the proposal articulates the newly formulated outcome, “Quote, paraphrase, and summarize primary and secondary sources in a recognized documentation style while avoiding plagiarism.”

Based on the Hacker and Sommers Handbooks, I presently have 10 *PowerPoint* presentations outlining and illustrating the process of research and MLA documentation including “Posing a research question,” “Finding appropriate sources,” “Evaluating sources,” “Supporting a thesis,” “Avoiding plagiarism,” “Integrating sources,” “Integrating literary quotations,” and “MLA documentation style and manuscript format.” With the soon to be published 2016 MLA guidelines, I will be revising the above work, attempting to make it simpler. Many faculty already use one or other of the Hacker-Sommers texts; I gladly make these resources available to one and all. The material would be applicable to everyone. Its uniqueness is that it is based on one model paper. I post these *PP* Outlines on *Moodle*, ask students to review them, and refer to them in class as needed. All the illustrations refer to the Model MLA papers in those handbooks, so the lessons are a unified whole. I believe the Model papers will be changed in the up-coming publication.

All writing in my course – 5 In-class writings, 5 Journals, 4 Formal essays, and a final examination – requires citations which supports or illustrates the students’ text which, of course, requires a Works Cited. My rubric always evaluates this skill:

<b>1.MLA Paper Format:</b>	<b>Spacing; Header; Font; ID; Title; Margins; Block; Bold Titles; Stapled; Rubric.</b>
<b>2.MLA Research Format</b>	<b>Signal; QPS; Parenthetical; Punctuation: WC; Citation Use/Integration</b>

George Smith Albert  
Language and Literature

## Anderson, Scott - ART136

ART136 3D Design, Fall 2016.

Detail:

I plan to use the \$500 Mini Grant to support a design project/assignment that meets a number of outcomes for the course related to creativity, design, and creative problem solving within a 3D sculptural and design application. This new instructional approach would involve a collaboration between the instructor (me) and Mary-Ann Agresti AIA Principal, Adjunct Professor RISD / INTAR, Chair / BSA Cape and Islands Architects Network. Mary and I have been in communication about sharing teaching and making approaches concerning 3D Design. This Mini Grant would enable us to bring these conversations into the classroom so that CCCC students can learn from our shared expertise through the experience of making. The \$500 award would predominantly be spent on materials, with a small stipend being offered to Mary for her involvement.

Explain the Success:

We will evaluate the outcomes through what the students design, and also through the process of research, group discussion, documentation, and critique. I will assign a grade at the end of the assignment. We would also hope to exhibit the designs to draw attention to the work, the outcome of the Mini Grant, and share with the CCCC community. I will encourage the students to document the process and write an article for the Mainsheet college newspaper.

Thank you for your consideration of my application.

I look forward to hearing from you.

Warm regards.  
Scott.

Scott Anderson  
Associate Professor Art & Design  
Chair Arts & Communication Department  
Cape Cod Community College  
2240 Iyannough Road  
West Barnstable, MA 02668-1599

1-508-362-2131 ext. 4335

<http://scottandersonart.wix.com/scottandersonart>

## Bancroft, Rachael - ENL101

Mini Grant Proposal

Rachael Bancroft

M.Ed. Reading and Language

Thank you for the opportunity to apply for a mini grant. In June, the Language and Literature Department convened for a week long institute to examine the student learning outcomes for English 101. In order to more effectively align with the transfer agreements in place for Massachusetts, the department decided to add “applying close reading skills to make sense of challenging texts” to the proposed outcomes. The inclusion of this outcome is timely; Simpson and Nist (2000) note that, “up to 85% of college learning is dependent upon active, careful reading” (as cited in Holschuh & Paulson, 2013).

I would like to research and develop activities that can be used in ENL 101 to aid in the comprehension of texts. These activities will include strategies to help with comprehension through the three stages of the reading process— pre- reading, reading and post reading. Active reading strategies will be introduced and activities will be designed to strengthen students’ metacognitive skills. These contextualized activities will provide authentic experiences for students to combine reading and writing skills that inform the writing process and transfer to other courses as well. These activities and instructional practices will be available to share in the “tool bank.” I would also like to share these activities with the department, at professional day, or through the Teaching and Learning Center. The professional development activity can be assessed utilizing surveys. I will also develop a rubric that can be used to assess the use of close reading skills for a specific assignment. This rubric will also be available in the tool bank and can be adapted for faculty use.

### Reference

Holschuh, J.P., & Paulson, E.J. (2013). The terrain of college developmental reading. College Reading and Learning Association. Retrieved from <http://www.nade.net/site/documents/breaking%20news/TheTerrainofCollege91913.pdf>

## Benjamin, Denise - FRA

**From:** Esperson, Christine  
**Sent:** Monday, June 13, 2016 10:17 PM  
**To:** Allen, Patricia  
**Cc:** Lex, Egila; Benjamin, Alice  
**Subject:** Application for a Mini Grant

Application for Mini Grant

Denise and I would like to collaborate on the mini grant Egila has proposed. The topic is very pertinent to the Spanish-speaking world (especially Spain) and, of course, France. She has outlined the topics and the language levels we would target below:

*"I would like to devote two or three hours in Ger 101 and German 201 to the topic of political correctness and tolerance in the German-speaking world. The focus will be on Muslim immigration, religious freedom, environment and climate change, gay rights and attitude toward gays, anti-semitism, women's rights, and people with disabilities.*

*Today's leading politicians in Germany are from the 1960s area. They brought with them an understanding of civil rights and liberties so fundamental for that time. But as the baby boomers begin to leave these offices and younger people are succeeding them, there is more ambivalence.*

*Student outcomes: Students will have awareness of these very important topics as to how they play out across the Atlantic. They will understand and be able to use basic German vocabulary pertaining to the topic.*

*Assessment: a paper in English and a brief response – longer response for Ger 201 students – in German."*

I am also applying on behalf of Denise who is in the Netherlands right now. I know she would be very interested in working on this project.

Thank you,

Christine Esperson and Denise Benjamin

Cape Cod Community College

## Casey-Lane, Cate - NUR107 & NUR507

Mini Grant Proposal  
Older Adult Interview Assignment  
Submitted by  
Rita McGurk and Cate Casey-Lane  
June 13, 2016

This assignment will be presented in NUR107 and NUR507 Fundamentals of Nursing in both the didactic and clinical portions of the course. Therapeutic Communication is a Student Learning Outcome in every nursing course, as well as a terminal outcome in the Nursing Program. Therapeutic Communication is introduced during NUR107 in the third lecture of the semester. Therapeutic Communication is also evaluated on a weekly basis as it relates to the students growing clinical abilities and meeting clinical objectives. Furthermore, Therapeutic Communication is an essential skill of every nurse utilized in all professional patient encounters.

Students will be expected to conduct an interview and an interpersonal process recording with an older adult in their clinical setting. The student will submit a written assignment including a summary of techniques that encourage communication, any non-therapeutic techniques that the student detected during the interview and a brief description of the ways in which they will change their communication approach to become a more effective nurse communicator. The success of this assignment will be based upon a rubric that will be developed by the grant submitters. As part of the clinical experience, only satisfactory achievement will be accepted. Students will be given every opportunity needed to resubmit a satisfactory assignment if warranted.

**Esperson, Christine - SPA**

From: Esperson, Christine

Sent: Monday, June 13, 2016 10:17 PM

To: Allen, Patricia

Cc: Lex, Egila; Benjamin, Alice

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Today's leading politicians in Germany are from the 1960s area. They brought with them an understanding of civil rights and liberties so fundamental for that time. But as the baby boomers begin to leave these offices and younger people are succeeding them, there is more ambivalence.

Student outcomes: Students will have awareness of these very important topics as to how they play out across the Atlantic. They will understand and be able to use basic German vocabulary pertaining to the topic.

Assessment: a paper in English and a brief response – longer response for Ger 201 students – in German."

I am also applying on behalf of Denise who is in the Netherlands right now. I know she would be very interested in working on this project.

Thank you,

Christine Esperson and Denise Benjamin

## Etter, Catherine – ESC101

### Summer Mini Grants for Innovation in Teaching

Please accept these two paragraphs as my application for the Cape Cod Community College summer mini grants for innovation in teaching. I am proposing to spend at least 20 hours planning, implementing, assessing, enhancing and revising the ESC101, Introduction to Earth Science, labs. This is a general education science that does not have a complete lab manual. I specifically want to develop and implement pre-lab exercises so students can use online interactive applications to become familiar with the concepts before we test them in lab. There are many newly developed and available enhancement tools on NASA.gov, USGS.gov, NOAA.org, <https://ssec.si.edu> , <http://nationalgeographic.org/education/programs/love-your-park/> and <http://phet.colorado.edu>. I will share my experience with my colleagues in the Fall/Winter 2016 and contribute my activity to a “tool bank” to be shared among colleagues.

The new instructional idea will incorporate online interactive activities that will be posted on Moodle for the students to complete before they participate in the specific scheduled lab. These activities will provide some background into the key concept will be collecting data for during the lab. For example phet has some interactive pH, gravity and gas simulations that would allow the students to adjust variables to measure their influence on the outcome. The following three student learning outcomes from the ESC101 syllabus that will be introduced, reinforced, and assessed are

- Manage hands-on experimentation in a laboratory setting;
- Appraise and investigate through scientific inquiry using the scientific method;
- Use appropriate techniques in the laboratory, collect and analyze meaningful data, and present clearly and cogently written laboratory results (utilizing Standard American English).

I will know if the instructional idea is successful if the students produce improved lab report reports and perform better on their lab final exam for the Fall 2016 compared to the Spring 2016. Their data will be more consistent and reproducible if their hands-on performance is improved. Their conclusions in their lab reports will be technically accurate and answer their hypothesis if they are correctly applying the scientific method. Their data collection and analysis should be coherently presented in their lab reports and in their lab final.

- Submitted this application in an email with the subject line “Mini Grant” to Trish Allen, [pallen@capecod.edu](mailto:pallen@capecod.edu), Coordinator of the TLC, on May 28, 2016 by Catherine Etter, [cetter@capecod.edu](mailto:cetter@capecod.edu)



**Cape Cod Community College** Departmental Syllabus

Prepared by the Department of Natural Sciences & Applied Technology

Date of Departmental Approval: October 7, 2013

Date Approved by Curriculum and Programs: October 23, 2013 Effective: Spring 2014

1. **Course Number: ESC101 / ESC101L**  
**Course Title: Introduction to Earth Science / Introduction to Earth Science Laboratory**
2. **Description: This is a one-semester, liberal arts and sciences course, with a laboratory, designed to introduce the concept that planet Earth represents a dynamic, integrated system. The nature and characteristics of the atmosphere, lithosphere, hydrosphere, and biosphere are considered. (3 class hours / 2 laboratory hours)**
3. **Student Learning Outcomes: (instructional objectives, intellectual skills):**

Upon successful completion of this introductory course, students are able to do the following:

- Describe the dynamic nature of planet Earth and the field of Earth Science;
  - Identify and evaluate many processes which have occurred throughout Earth's complex history;
  - Appraise the various sciences which seek to understand the Earth;
  - Evaluate key sciences such as geology, oceanography and meteorology;
  - Manage hands-on experimentation in a laboratory setting;
  - Interpret and explain the interaction between the Earth's four spheres;
  - Classify the Earth as a complex system with interacting parts;
  - Appraise and investigate through scientific inquiry using the scientific method;
  - Compare and contrast the differences between minerals and rocks;
  - Measure and analyze the effects of moving water;
  - Describe and assess the glacial processes that created Cape Cod;
  - Summarize and give examples of the processes of the Theory of Plate Tectonics;
  - Differentiate between the various types of volcanoes;
  - Evaluate and explain geologic structures and how they are formed;
  - Translate geologic time and recognize the importance of fossils;
  - Report on the complexities of the oceans and their shorelines; and
  - Contrast the concepts of weather and climate, including severe weather.
- Use appropriate techniques in the laboratory, collect and analyze meaningful data, and present clearly and cogently written laboratory results (utilizing Standard American English).
- Work cooperatively in a small group setting to complete various laboratory exercises, following the written instructions provided.
- Explain some of the ways in which knowledge of Earth Science can be applied to the problems of society in general.
- Effectively utilize appropriate quantities and units to describe physical phenomena.
- Use a variety of devices and instruments in taking laboratory measurements.

- Use word processing and spreadsheet software to prepare and present laboratory reports.
4. Credits: 4 credits
  5. Satisfies General Education Requirement: Natural or Physical Science
  6. Prerequisites: (MAT030 or MAT035), ENL020, and ENL050 or satisfactory basic skills assessment scores
  7. Semesters Offered: Fall, Spring
  8. Suggested General Guidelines for Evaluation: Grades will be based on the evaluations of quizzes, essays, one- hour exams, laboratory work and reports, and a research paper. Considerable attention is paid to the continued development of intellectual skills commensurate with higher education: written and oral communication; logic; reasoning and critical thought; application of scientific methods; and a consideration of values. All written work is expected to conform to the Writing Standard set forth in the Student Handbook and should express analytical and synthetic thought. Classroom participation is expected, encouraged and is intended to involve the student in an active exchange of ideas, to give voice to thought.
  9. General Topical Outline:

ESC101 / ESC101L. Introduction to Earth Science / Introduction to Earth Science Laboratory Page 1 of 2

#### **ESC101. Introduction to Earth Science - Course Outline**

Introduction to Earth Science

Minerals: Building Blocks of Rocks

Rocks: Materials of the Lithosphere

Landscapes Fashioned By Water

Glacial and Arid Landscapes

Plate Tectonics

Restless Earth: Earthquakes – Mountain Building Fires Within: Igneous Activity

Geologic Time

Oceans: The Last Frontier, The Restless Ocean The Atmosphere: Heating the Atmosphere Clouds and Precipitation

The Atmosphere in Motion

Weather Patterns and Severe Weather

## Hennessy, Jennifer – Clinical Dental Hygiene I, II & III

In an effort to meet the technology goals and outcomes for students in Clinical Dental Hygiene I, I propose that a series of tutorials be developed for Eagle Soft dental software. Eaglesoft is the electronic dental record system the dental hygiene clinic currently uses in limited capacity. The hope is that the tutorials will expand the use of the electronic record system while contributing to student competence in technology related to Clinical Dental Hygiene I, and ready them for entrance to paperless offices they may be employed at following graduation.

Goals of the tutorials include:

- Enhancing student competency in dental record technology by providing an abbreviated guide for each module of Eaglesoft
- Facilitating learning of modules by providing audio and video support for Eaglesoft

Competence with Eagle soft will provide:

- Improvement of time management with utilization of Eaglesoft over paper charts
- Improvement of continuity of care with utilization of Eaglesoft over paper charts
- Preparation of dental hygiene students for entry level employment in paperless dental offices

Competence will be measured by:

- Level of success attained on Scavenger Hunt style activity utilizing a mock patient in Eaglesoft
- Performance on Eaglesoft module clinical evaluations on live patients

I hope that my proposal will be considered for a Mini Grant.

Thank you!

**Jen Hennessy**

## Knell, Gail – BUS100

Mini Grant Application

Gail Knell

Goal: To increase communication and teamwork in an online course through a project that focuses on a contemporary business topic.

Many first semester college students take the course BUS 100 Introduction to Business. In an effort to ensure that the students are more involved in the course and that they interact with each other the students will need to complete a team project. This project will involve small groups of students working together to develop an online presentation that will be shown to the class through Moodle. The original concept, ideas and thoughts will begin with the discussion board and then migrate to use various applications such as googledocs, hangtime, youtube and prezi. The focus of the project will be on a contemporary business topic with an emphasis on effective organization, teamwork and business communication, all components of the learning outcomes for BUS 100.

The project will allow students to work together through Moodle and other applications. They will learn about their topic as well as delegation, communication and time management. Their final project will be uploaded to Moodle via a link for the other students of the course to view. The students watching the presentation will complete a peer review based on a rubric (to be developed). A questionnaire on assessing the group interaction and involvement in the project will be completed by each student and be used in the assessment of this grant. Further assessment will be the completion rate of the project, the quality of the presentations and the involvement of the students in discussion boards and emails.

**Leite, Melissa – DEN509-Dental Materials Lab**

**From:** Leite, Melissa  
**Sent:** Thursday, June 9, 2016 4:14 PM  
**To:** Allen, Patricia  
**Subject:** Mini Grant

Hi Patricia,

I would like to apply for the mini grant. Thank you, Melissa Leite

In DEN509, Dental Materials Lab, I would like to incorporate an online app activity to interactively teach the students about Dental Cements, Bases, Liners and Restorative Material. My current method of teaching this topic is mixing a few outdated materials. In dental offices these materials often change. Due to our budget, we are not able to keep up with the fast turnover of the materials and that is why the app will expose the student to currently used materials.

This would satisfy four student learning outcomes for this course. Including:

1. 1. Describe the classification, types, composition, properties, characteristics, manipulation and application of dental cements, and liners. Describe the appropriate clinical indications for their application.
2. 2. Describe the classification, types, composition, properties, characteristics, and clinical applications for both direct and indirect esthetic composite restorative materials.
3. 3. Describe the current clinical techniques regarding maintenance of both composite and porcelain esthetic restorations within the scope of Dental Hygiene Practice.
4. Describe and discuss mercury hygiene. Describe the types, composition, properties, and manipulation of dental amalgam. To assess the impact of this lesson, I will create and administer a post test. My goal is to have 90% of the class receive an 85% or higher on the post test.

## Lex, Egila – GER101 & GER201

### Application for Mini Grant

I would like to devote two or three hours in Ger 101 and German 201 to the topic of political correctness and tolerance in the German-speaking world. The focus will be on Muslim immigration, religious freedom, environment and climate change, gay rights and attitude toward gays, anti-Semitism, women's rights, and people with disabilities.

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Student outcomes: Students will have awareness of these very important topics as to how they play out across the Atlantic. They will understand and be able to use basic German vocabulary pertaining to the topic.

Assessment: a paper in English and a brief response – longer response for Ger 201 students – in German.

Egila Lex

## McClintock, Henry – ENL101

Date: 13 June 2016

From: Henry McClintock

To: Patricia Allen

Re: Summer Mini Grant for Innovation in Teaching

My idea for a way to enhance student success involves the direct teaching of close reading strategies in my Composition I course. I imagine this strategy will be transferable to teachers of others classes and departments.

Name of Class: ENL 101 Composition I

Details: Recently, the Massachusetts Department of Higher Education tasked all colleges to include close reading skills as part of Composition I class. I would use this Summer Mini Grant opportunity to research, develop, and then field test several individual close reading skills.

My idea is to explicitly teach five close reading strategies which any student can use to improve their comprehension and understanding of a text. Specifically, I will:

- Research and find proven close reading strategies,
- Develop lesson plans for ENL 101 using those strategies,
- Create a close reading pre-test to measure inherent student skill,
- Teach those strategies, with an eye toward implementing hands-on student activities,
- Create a close reading post-test to measure student improvement,
- Use the lessons in my Fall 2016-2017 classes,
- Administer the pre-and post-tests in my Fall 2016-2107 classes, and
- Share my lesson plans, assessments, and results with the faculty

Assessing: Using the pre- and post-tests discussed above, I will have quantitative data on student close reading skill. Presumably, any improvement noted will have come (at least I part) from the teaching of strategies to the students.

By focusing on proven strategies, I expect student skills in close reading will improve. Further, this will improve their abilities in more than just this one English class. Close reading is a transferable skill applicable to any text, any course, and department in the college. By then sharing the results of this experience with the faculty, other teachers can also benefit from my experience.

## McGurk, Rita – NUR107 & NUR507

Cape Cod Community College  
Mini Grant Proposal  
Older Adult Interview Assignment  
Submitted by  
Rita McGurk and Cate Casey-Lane  
June 13, 2016

This assignment will be presented in NUR107 and NUR507 Fundamentals of Nursing in both the didactic and clinical portions of the course. Therapeutic Communication is a Student Learning Outcome in every nursing course, as well as a terminal outcome in the Nursing Program. Therapeutic Communication is introduced during NUR107 in the third lecture of the semester. Therapeutic Communication is also evaluated on a weekly basis as it relates to the students growing clinical abilities and meeting clinical objectives. Furthermore, Therapeutic Communication is an essential skill of every nurse utilized in all professional patient encounters.

Students will be expected to conduct an interview and an interpersonal process recording with an older adult in their clinical setting. The student will submit a written assignment including a summary of techniques that encourage communication, any non-therapeutic techniques that the student detected during the interview and a brief description of the ways in which they will change their communication approach to become a more effective nurse communicator. The success of this assignment will be based upon a rubric that will be developed by the grant submitters. As part of the clinical experience, only satisfactory achievement will be accepted. Students will be given every opportunity needed to resubmit a satisfactory assignment if warranted.



## Moynihan, Steven – GOV111

Steven Moynihan

American Government Gov 111

Fall 2016 Innovation in Teaching Grant

The project I propose is Data Inquiry in American Government: Elections, Campaigns, and Voting. This fall I will teach American Government. The course covers several units of study: Constitutional Underpinnings, Institutions, Policy, and Political Beliefs and Behaviors. My project would fall under the Political Beliefs and Behaviors unit. This section includes chapters on political socialization, polling political parties, elections, campaigns, and voting. The Data inquiry project would be implemented during this portion of the course. This spring I piloted data inquiry in my American Government course. I used numerous charts, tables, figures, etc. to illustrate the important voting trends and political behaviors in the electorate. There was a level of success with this approach. Yet, through my observations as well as the comments from students, improvements are needed. I know there was merit in what I attempted because the student comments reflected some positive remarks.

Data inquiry in American Government: Elections, Campaigns, and Voting will build upon my experiences this past spring. Class time will shift from instructor led to student driven instruction. Students will be given an organized set of charts, tables, figures, etc. indicating important trends in voting and political behavior in the United States. Rather simply tell students, “Democratic voters tend to all into these demographics,; or “Over the last 30 years we have seen x trend in voting.” I would like to have the students investigate and determine these trends using the provided data. Similar to the spring, students in small groups will analyze what these documents indicate and as a class we will discuss. I do plan on making some important improvements. First, there will be better organization and order to the documents. Having piloted this on a small scale I have learned there is a certain thought

progression that can be enhanced through careful ordering of the information provided. Careful selection of sources will improve student understanding. Second, I will include a larger number of documents from a variety of sources. Given more time to plan this activity, students will experience a greater variety of sources. Lastly, there will be an end product for the students to produce in a voter profile survey. This project relates to the following American Government learning outcomes: explain the development of political behavior, evaluate and integrate ideas and events across the political spectrum, and identify political attitudes, values, and assumptions and consider their consequences.

## Murphy, Debra – ECE100, 201, 202, & 203

Summer Mini Grants for Innovation in Teaching

Debra G Murphy, [dmurphy@capecod.edu](mailto:dmurphy@capecod.edu)

### **Name of the course**

This is a program-wide enhancement. It will apply to ECE 100, 201, 202, and 230, specifically. These are the courses that are required of all students in all tracks, including certificates. It will also be included in ECE 290 and 291. I teach ECE 201, 201, 230, and 291. The adjunct instructors will be involved in ECE 100 and 290.

### **Instructional idea and how it relates to one or more student outcomes**

The instructional idea relates to the program outcome, Becoming a Professional. This is Standard 6 of the NAEYC Professional Development Standards. I want to increase the learning opportunities and formative assessments across the program in what I have found is the weakest area of this Standard: working/collaborating with colleagues. I will plan when, where, and how to introduce, practice, demonstrate, and assess this aspect of practice. Our program is very strong in relationships with children and families, and although we create a community of practice in our courses, we have found that this does not always translate into practice in the field. Students increasingly report challenges and concerns in this area of practice. The planning will focus on how to integrate more content and activities around this topic. This will improve student success and engagement by giving students strategies and confidence in this aspect of their practice. This is an emerging and problematic issue in our field.

### **How to assess the impact of the instructional idea on the related student learning outcome**

This project will relate specifically to the following Key Elements of Standard 6:

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional Guidelines

6c: Engaging in continuous, collaborative learning to inform practice

The summative assessments will be embedded in ECE 230 and ECE 291. Part of my project is to develop these assessments, but they will consist of projects with and about colleagues with a reflective component. We use a strengths-based approach in our program, so it is likely that we will analyze positive scenarios and how to apply the NAEYC Standards for Ethical Practice with Colleagues. It will build on the foundation of community of practice that the program already uses, but making it more intentional, visible, and related to concrete issues in the field.

Please do not hesitate to contact me if you have any questions.

<b>St. Onge, Krystin – HUS229</b>
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**TO:** Trish Allen, Coordinator of the TLC

**From:** Krystin M. St. Onge, Instructor Social and Behavioral Sciences, and Human Services

**Subject:** Summer Mini Grant for Innovation in Teaching

**Date:** June 10, 2016

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**Course:** HUS229 Introduction to Social Welfare

**Instructional Idea:**

Develop and assess community-based learning through service-learning volunteer opportunity, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages, in collaboration with the instructor, a service program that engages others in learning about and taking action on an issue they care about.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, or scientific assessment, needs survey, research paper, service program) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process. Students will demonstrate their learning experience in a end of semester written capstone project and oral presentation.

**Institutional Student Learning Outcomes:**

- Communication Skills
- Critical and Creative Thinking Skills
- Ethical and Civic Engagement Practices
- Multi-cultural and Global Awareness

**Assessment Tool:**

Civic Engagement VALUE Rubric

This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation.

**Measure:**

Upon completion of final capstone project and oral presentation,

70% of students will have met "Milestones 2 & 3" as defined on the Civic Engagement Rubric on the final written capstone assignment.

5% of students will have met "Capstone" as defined on the Civic Engagement Rubric on the final written capstone assignment.

*(Adapted from the AACU Civic Engagement VALUE Rubric)*

Respectfully Submitted,

Krystin M. St. Onge

Kstonge@capecod.edu

## Stocker, Darren – CRJ105

### Summer Mini Grants for Innovation in Teaching

Date: 13 June 2016

Instructor: Darren K. Stocker,  
Assistant Professor, Criminal Justice

Course: CRJ 105: Criminology, Theory, and Practice

Proposal: The Voice of the Victim

The criminal justice system is a microcosm of the greater society that is driven by technological advances. In order to advance an understanding and allow students to apply their learning of criminological concepts, they will participate in a flipped-classroom exercise.

The concept allows the student to present in front of their peers, a specific crime that occurred in American history, through the voice of the victim of that crime. Students are expected to conduct research pertaining to the events of the incident, apply a criminological theory that purports the causality of the behavior, and do so in a learning environment that is supported by technology and critical thinking.

This exercise provides a voice to the victim of the crime – one that is often dismissed or forgotten by the criminal justice system. It further allows students to engage with their colleagues, increases participation through Q&A, and incorporates public speaking, technology, and research into the academic setting.

Learning Outcomes: This exercise will meet the following learning outcomes:

1. Analyze the history and development of the perspectives of criminology as well as traditional and current theories of criminology, crime typologies and the law enforcement system
2. Develop communication skills by organizing and presenting ideas in a logical order, effectively listening, and developing persuasive skills based on facts

Measurement: Students will be measured on:

1. Case student and accuracy in facts;
2. Presentation skills including use of technology and public speaking;
3. Application of theory

Timeline: This will meet the timeline that is designated during the Summer and Fall 2016 semesters.

## Trainor, Thomas – ENL101

Thomas Trainor, PhD

Department of Language and Literature

Cape Cod Community College

ENL101 – English Composition I

June 13, 2016

### **Application for Consideration of a Summer Mini Grant for Innovation in Teaching**

**Proposal:** The integration of a separate one hour online critical research/reading skills module — whether that module would encompass an ENL100 one college credit or not — would enhance the writing of the eight page research report required by the instructor in his ENL101 classroom courses, which are conducted as an individualized tutorial workshop in a computer-equipped classroom.

**Rationale:** Over the sixteen years of experience in teaching ENL101 at the college, this instructor has noted that the CPT-Reading Comprehension placement test has been a more consistently reliable indicator of success in writing a research report than the CPT-Sentence Skills placement test. In addition, an evaluation based on a close analysis of the texts of the two research report drafts and the final position paper submitted by students during the course of the semester will demonstrate that instruction in both critical research/reading and analytical writing confirms that both are necessarily correlative skills.

**Implementation:** Since students are allowed to choose their own research report topics, they would select certain research references from authoritative online sources such as Google Advanced Search and the college's electronic library databases while maintaining a journal that includes exercises in developing specific reading skills such as: (a) close reading of selected texts, (b) summarizing, paraphrasing and quotation of such texts in their reports, and (c) increasing familiarity and usage of professional and academic English — specifically the Latin-based English vocabulary. Students would be required to maintain an *online reading exercise journal* which includes: notation of specific words in their context passage, the dictionary definition of the word as well as near synonyms — all of which are obtained easily online.

**Evaluation:** The success of this combined reading and writing effort would be measured by the instructor's textual evaluation of the two successive drafts and the final position paper that the students submit during the course of the semester along with an appraisal of the *online reading exercise journal*.

### **Related Learning Outcomes:**

- To establish a cognitive problem-solving routine for researching and organizing information, for analyzing evidence and argument, for composing a multi-page research report and for arguing logically and persuasively to consistent conclusions

- To gain familiarity with methods for researching both authoritative online sources and electronic library databases
- To perfect internet research skills to the degree that this readily accessible resource can with diligence provide sufficiently reliable information
- To discover and to evaluate information that is authoritative, reliable, current, relevant and sufficient for supporting a convincing argument



## **Wolfson, Michele – PSY101-04 General Psychology**

### **Mini-Grant Proposal for Instructional Activity for PSY 101: General Psychology Fall 2016**

#### **Instructional Activity: Psychology in the News**

**Michele Wolfson**

**Professor of Psychology**

**508 362-2131 x 4438**

**[mwolfson@capecod.edu](mailto:mwolfson@capecod.edu)**

The goal of this instructional activity is to enhance students' awareness that psychology topics discussed in class are in the current news and relevant to contemporary life. The activity will dedicate 30 minutes a week of class time for students to share with the class a news item related to a topic discussed in class. The student learning outcomes targeted for this activity are to increase knowledge base of psychology by having students supplement material beyond text; to sharpen critical thinking skills in psychology by having students report and evaluate psychological information reported in the media for relevance and credibility; and to recognize how current psychological research reported in media is being applied to enhance understanding of psychological topics and quality of human life; e.g. memory research and treatments for Alzheimer's; research on attention and improving learning for children; brain research and new medications for mental illnesses like depression.

Activity will involve each student submitting a one page summary of one news item biweekly of what the news item they researched was about, how it related to topic in course and to everyday life, what questions the news item raised for students, and what the source for news item was. During the 30 minutes of class time activity 2/3 students will be prepared to share their news item with the class, answer questions, and facilitate informal discussion of topic. Guidelines for appropriate sources (e.g. New York Times, NPR, WGBH; CNN, Psychology Today, Nature, Scientific American, Ted Talks); and template for what students should include in summary will be reviewed and distributed. Evaluation will be based on quality of what student submits in written form and their oral sharing with class (did they address each of the elements; did they understand what the content of news item was, and what the implications for contemporary life and future research are.

## Zaniboni, Paulette – DEN237-Pain Management in Dental Hygiene Practice

**From:** Zaniboni, Paulette  
**Sent:** Thursday, June 9, 2016 3:59 PM  
**To:** Allen, Patricia  
**Subject:** Re: Mini Grant

Dear Patricia,

My name is Paulette Zaniboni, I work in the Dental Hygiene Department. I am applying for a Mini Grant, for Pain Management in Dental Hygiene Practice DEN 237. In The Lab now the Instructors demonstrate to the students with a q-tip or a capped needle which blocks the exact location of the Landmarks and location of the injection. We would like to learn to use Safe-D- Needles, a needle which has a round smooth ball at the tip. These needles will allow the students to practice on their patients in a non- invasive manor.

We would be using long and short needles for different injections. This will allow the student to get the exact feel of loading the syringe and placing The Safe -D- Needle. The student is then able to locate insertion point and gently contact tissue without penetrating.

Learning how to use The Safe -D-Needles will help the students give a more accurate injection, more comfortable, and reaches many of the student learning outcomes for the class. I would like to put together a protocol to instruct The Faculty on how to instruct The Students, on the use of The Safe -D- Needles.

Student Learning Outcomes: At the completion of this course the dental hygiene student will have the following knowledge and skills as they relate to the profession of dental hygiene process of care.

Through written and oral communication, the student will be able to:

Demonstrate the ability to read, listen, interpret, and communicate through appropriate spoken or written forms of Standard English.

Demonstrate ability to recognize and critically examine attitudes and values expressed by others in oral and written form.

Provide necessary information to recognize pain and/or anxiety associated with dental treatment.

Discuss the causes problems/symptoms, prevention and management of the locally occurring complications associated with the administration of local anesthetic drugs.

Through logic, reason and critical thinking, the student will be able to:

1. Identify the types of pain control available to the patient and perform those legally acceptable in the state.
2. Discuss the rationale of using an aspiration syringe.
3. Give examples of different types of local anesthetics and how they should be utilized during treatment.
4. Recognize medical and dental conditions that would influence the selection of a local anesthetic agent.

5. Classify a patient according to the ASA Physical Evaluation System (ASA).
6. Identify the problems/symptoms, prevention and management of the locally occurring complications associated with the administration of local anesthetic drugs.

Through examination of values, the student will be able to:  
Know the practice ethical and legal behavior during their professional life.

Through the application of methods and principles, the student will be able to:

1. Apply the appropriate pain control for their patients.
2. Administer local anesthesia successfully.
3. Adhere to established standards and administer local anesthesia safely.
4. Communicate to their patients the physical effects of local anesthesia.
5. Calculate the maximum safe dosage of local anesthetic to be administered for a specific patient.
6. Identify the problems/symptoms, prevention and management of the locally occurring complications associated with the administration of local anesthetic drugs.

The Safe -D-Needle will be a great tool for us to show other faculty and our students. Please consider me for The Mini Grant.

Sincerely,

Paulette D. Zaniboni

Paulette D. Zaniboni, R.D.H., A.S., B.A.  
Clinical Dental Hygiene Instructor  
Cape Cod Community College  
2240 Iyannough Road  
W. Barnstable, MA 02668  
(508) 362-2131, ext. 4521  
[pzaniboni@capecod.edu](mailto:pzaniboni@capecod.edu)

## Great Ideas for Teaching Students

### Activity Title:

- From Brewster to Busan: How International Maritime Security and Local Maritime Security Are One in the Same

### Faculty Author(s):

- Alan Chace

### Course:

- HSC 102 – Introduction to Maritime Security

### Course Features:

- HSC 102 is an online course within the Homeland Security Certificate. It has been traditionally low enrolled. The nature of Cape Cod and its historical legacy of shipping, fishing, commercial port use, piracy, and smuggling suggest an understanding of maritime security may be extremely beneficial to local maritime based businesses.

### Target Course Student Learning Outcomes:

- Explain key issues in maritime security
- Evaluate data to determine maritime security risks
- Propose solutions to security risks
- Assess the ethical issues of balancing security and liberty

### Target Institutional Student Learning Outcomes:

- Critical and Creative Thinking Skills
- Ethical and Civic Engagement Practices
- Multi-cultural and Global Awareness
- Technological Literacy

### Activity Description:

- Students will apply the broad theories of subject matter framed from the international perspective to the immediate needs and concerns of regional businesses and municipalities on Cape Cod.
- Students will research a local municipal port and a maritime business via the world wide web. Through the data collected students will familiarize themselves with the local port and business, to include a general idea of the method of operations and the primary individuals or groups involved. Students will then apply theories taught in class to the

port and business to determine what differences or similarities exist between academic theory and practical reality.

- A rubric will be provided so that students have a finite set of key points to compare.

Alignment:

- The international scope of the material is difficult for students to understand. However, maritime security theory and practice are very scalable. The intent is that the students will learn that the material is just as applicable at the local level – Woods Hole ferry for examples as it is for the port of Busan, Korea.

Assessment:

**Rubric for the Knowledge Assessment Project: From Brewster to Busan: How International Maritime Security and Local Maritime Security Are One in the Same**

<b>ACTIVITY</b>	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>Key Issues in Maritime Security</b>	Student linked local port/business activities to less than 3 key maritime issues.	Student linked local port/business activities to 4 to 7 key maritime issues.	Student linked local port/business activities to more than 8 key maritime issues.
<b>Evaluate data to determine maritime security risks</b>	Student found no security risks.	Student identified 1-2 security risks.	Student identified more than two security risks.
<b>Propose solutions to security risks</b>	Student proposed no solutions.	Student proposed 1-2 solutions.	Student proposed more than two solutions.
<b>Assess the ethical issues of balancing security and liberty</b>	Student did not discuss balancing security and liberty.	Student discussed concept but did not have concrete recommendations.	Student recommend specific ideas for balancing security and liberty.

## Great Ideas for Teaching Students Application

Activity Title: *Event Planning Roulette*

Faculty Author(s): Nancy Willets

Course: COM 209/HRM 209 Event Planning & Management

Course Features:

The world of Event Planning is complicated and contains many variables. Students in this interdisciplinary course are usually studying Communication or Hospitality. They learn that events are more than weddings, and examine a host of event possibilities that range in size from 20-20,000. Included in the curriculum are discussions of budgets, contracts and licenses, marketing, as well as a host of communication concepts that effect the planning and execution of any event.

Event planning and the challenges that come with it don't always have clear cut solutions. Students have to learn to think on their feet and problem solve creatively.

This activity would be a test of the students' cumulative knowledge towards the end of the semester and could be completed in pairs, small groups, or as an entire class.

Target Course Student Learning Outcomes:

- Compare and contrast the unique characteristics of events and discuss issues relevant to the field of event management.
- Explain the logic, finances, legal and promotional requirements of event management.
- Analyze techniques of advertising, promoting, and marketing special events.
- Demonstrate necessary skills for effective leadership and management of an event.
- Identify situations and develop procedures to deal with health and safety issues for events.
- Prepare, collect, and compile data to evaluate the strengths and weaknesses of an event from the client, staff, and management viewpoints.

Target Institutional Student Learning Outcomes:

- Please list which ISLO's are being specifically addressed.

**X** *Communication Skills*

**x** *Critical and Creative Thinking Skills*

**x** *Ethical and Civic Engagement Practices*

*x Multi-cultural and Global Awareness*

*x Quantitative and Computational Skills*

*Technological Literacy*

Activity Description:

This activity is a game. There are five categories of cards, with each category having 8-12 choices. Categories are as follows:

1. Event Type (wedding, concert, fundraiser, conference)
2. Budget (from \$250-\$10,000)
3. Venue (Beach, theatre, park, etc)
4. Event Size (less than 20 to 1,000)
5. Disaster (hurricane, missing staff, health department shuts food down)

Students begin by choosing an event type, a size, location and budget card. Students are given 10 minutes to brainstorm (alone or in small groups), using the combination of cards they have chosen to create a cohesive event. They must explain to the class how they would approach this event with the variables they have chosen.

Once all students or groups have described their event, they will be thrown the disaster card that will complicate some aspect of the running of the event. This disaster could be as simple as a missing key note speaker to an impending hurricane, so they must then explain how they are going to fix this problem.

This game will challenge their ability to think creatively as well as indicate their cumulative knowledge of a comprehensive list of event needs.

Variations for this game include using individuals, teams of two, small groups. In addition, this could be used as a final exam, with students taking their card choices home and completing a written assignment.

Alignment:

This activity would most likely be given at the end of the semester, after students have covered the text materials and have participated in a variety of event management opportunities. With the combination of knowledge gained during the semester, they would be expected to consider all crucial aspects of any given event as well as problem solve creatively without panicking or creating more problems than necessary.

Students in this course have attended and observed an outside event, have volunteered for an event, and as a class have planned and executed an event for a client. They should be well prepared to work through this activity, giving them more confidence regarding their ability to successfully work in the event planning field.

For those continuing in the hospitality field, this type of “practice” is invaluable to their success in the industry. For those studying communication, this activity reminds them of the many aspects of communication theory that they need to keep in mind in any supervisory or leadership position.

#### Assessment:

The rubric that accompanies this is simple. Points are given for each category with Unacceptable/Satisfactory/Excellent being the measures. One separate category is assigned for the overall plan.

#### Feedback:

The activity was done at the end of the semester, as a fun capstone activity. I broke the students into three small groups, allowing them to select one card at a time. They were given ten minutes to figure out their theme, organize their budget, and come to agreement about how they would run their event. They were instructed to be ready to present their plan with all of the necessary pieces to the class.

I held the "Disaster" card as a surprise, but they knew it was coming and asked for it before I mentioned it. This was a good indicator that they had learned that "something always goes wrong", but that they needed to keep moving forward. It was best done as a group activity, while there was a lot of laughter, the students really attacked the fictional event with creativity.

The challenge is in the scoring. When we did this, we put all of the necessary variables on the board, and allowed everyone to give feedback. These variables included their required pieces (the cards) but also those things that they knew would be needed (ie. licenses, parking, invitations, etc). Scoring was rather "loose", because it was an experimental activity and students were granted credit for participating. The best part of the activity was the discussion that we had as an entire class.

Because so much of event planning is done in teams, I don't know that I would recommend this as an individual assignment. Watching how the students worked with one another made me realize it was best as a group activity.

In the future, I would create a list (similar to the one we put up on the board) of all of the pieces that the students are expected to cover and perhaps have a more formal score. This was a challenge because not all events needed all categories.

We played this twice, and the first day was definitely better. The second time around it lost its novelty and they students rushed to conclusions. So, best as a one day activity, at the end of the semester.



## Great Ideas for Teaching Students Application

### Activity Title:

- Collaboration with Artist in Residence

### Faculty Author(s) :

- Nathalie Ferrier

### Course:

- Art Gallery and Exhibition Management course Art 212

### Course Features:

- Course will be taught to a small group of students.

### Target Course Student Learning Outcomes:

- Students will improve their communication skills.
- Students will develop their aesthetic sensibility.
- Students will gain an understanding of art marketing.

### Target Institutional Student Learning Outcomes:

- Communication Skills (Interviews/ conversations with the artist in residence)
- Critical and Creative Thinking Skills (Interacting with the artist in residence within the artist's cultural context)
- Multi-cultural and Global Awareness (Artist in residence from a different ethnicity and/ or background)
- Quantitative and Computational (Skills depending on which technology the artist in residence uses to create his work)
- Technological Literacy (Most artists use computers for their work, for websites, blogs, video, photo...etc. Students will be able to be introduced to the techniques and to the software used by the artists)

### Activity Description:

Each semester, HIGGINS ART GALLERY invites an artist for a four-week residency. During that period, the artist sets an exhibit of his/her work in the gallery space and meets casually with classes.

The goal of this project is to enhance the communication between the Artist in Residence and the Gallery Management students, to further develop the students'

communication skills, design and visual skills. The students will spend 2 hours each week working with the invited artist (eight hours total) at Higgins Art Gallery.

The artist in residence might be a video artist, a painter, a sculptor or might make art installations. The artist will share and explain his/ her work, techniques, and how his/her art relates to its cultural context.

By interacting with the artist, students will develop their ability to communicate their ideas about art verbally. This collaboration will also enhance the students' ability to develop an aesthetic sensibility, originality and inventiveness. This experience will also enhance the students' design and visual skills. The students will learn to address communication questions from a variety of perspectives. Art marketing strategies will also be discussed.

Students will keep a journal. They will keep track of their conversations with the artist by writing down their questions, answers, and will be taking photos. All info and other materials will be entered in the students' portfolio.

#### Alignment:

Learning activities and preparing for the artist in residence's visit, the artist in residence's arrival (during the first three weeks of the semester), students will be working closely with the gallery director: students will learn to do tasks with respect to gallery management business, handling art works properly, acquiring a useful vocabulary pertaining to describing art, welcoming visitors and explaining about the current show. Gallery director will introduce the students to contemporary art making that relates to the artist in residence's work by streaming on line for artist's interviews and lectures, and reading art catalogs all pre-selected by gallery director and by the artist in residence.

#### Rubrics or Criteria:

Evaluation will be based on the students' communication skills: Interviews/ conversations between the students and the artist will be recorded in the students' journal and portfolio along with photos that the students will have taken during the artist residency.

Students will have gained communicating and aesthetic understanding skills, they will have gained experience in design and art making, they will have learnt about marketing skills.

#### Assessment:

- Include any rubrics or evaluation criteria that you will use to assess the activity.

#### Feedback: