Wichita State University

College of Fine Arts, Department of Music

Fall 2016

**First-Year Seminar in – *Music Really Does Make You Smarter* (3 credit hours)**

**Use the following subject codes: WSUF 102 for Fine Arts courses**

Faculty Member: Dr. Thomas Wine

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Office Hours: Tuesday and Thursday 10:50-11:30

Success Coach: Samantha Fulcher <14samanthaf@southbarber.com>

Note: Weather Cancellations – Call 978-6633 (select 2) to obtain information on weather related class cancellations.

***Music Really Does Make You Smarter*** meets TR from 9:30 – 10:45 in Duerksen Hall – Room C-107

**Overview**

This general education seminar course will be an integral part of your general education at Wichita State University. You will explore a broad topic from a variety of different disciplinary perspectives. In this course you will become part of the community of academic learners whose responsibility it is to ask questions, explore and exchange ideas, and become effective critical thinkers. Additionally you will have the opportunity to engage with your fellow students and WSU faculty and staff by participating in activities aimed to further connect you to WSU.

**General Education Mission**

The mission of general education is to provide a well-rounded education that enables you to live the fullest most meaningful life possible regardless of your particular career preparation. Embedded throughout this course and furthered in the major are the skills that enable graduates to contribute productively to society and the on-going culture.

**General Education Goal**

The goal of general education is to enable you to live a rich, meaningful life by developing an informed appreciation of the arts, humanities, and natural and social sciences; an ability to intelligently follow and participate in current events, and a sensitive and tutored appreciation of diverse cultures and ways of living.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Learner Outcomes (CLO)** | | **General Education Outcomes (GEO)** | |
| Upon completion of this course, you will: | | Upon completion of this course, you will have started on your journey to: | |
| 1. Become sensitive to issues associated with fine arts in a metropolitan environment. | | 1. Acquire knowledge in the arts, humanities, and/or natural and social sciences | |
| 2. Become familiar with current topics and trends in music while defining influences on the different genres. | | 2. Demonstrate the ability to think critically and independently | |
| 3. Begin to articulate a philosophy for advocacy of music. | | 3. Effectively write and speak | |
| 4. Develop beginning skills involved in making music. | | 4. Employ analytical reasoning and problem solving techniques | |
| 5. Demonstrate expertise in one area of music education. | | 5. Develop fundamentals of information literacy and library research | |
| 6. Practice skills in “Symphonic Thinking.” | | 6. Develop an appreciation for diversity | |
| **Student Success Outcomes (SSO)** | |
| During this course, you will have the opportunity to: | |
| 1.Connect to faculty and other students to develop an appreciation for others and respect for diversity. | |
| 2.Develop more effective study and life skills in areas including information literacy, time management, note taking, test taking, personal finance, and learning styles. | |
| 3.Immerse yourself into the Wichita State community to understand resources, campus traditions and culture and the value of student involvement. | |

Course Content

This course provides students with an opportunity to articulate a current music advocacy philosophy while developing leadership skills for a variety of music activities and scenarios.

Major Topics

ASSIGNMENTS:

1. Complete essays related to the required textbooks.

2. Complete activities in the following areas:

Song leading, adaptations for inclusion, oral presentation.

3. Concert reviews.

4. Article Reviews and “Why Music” Essay

5. Final Exam

Required Readings

*Contemporary Music Education* by Madsen and Kuhn

Readings and videos as assigned by the instructor

Supplementary text:

[*A Whole New Mind: Why Right-Brainers Will Rule the Future*](http://www.amazon.com/Whole-New-Mind-Right-Brainers-Future/dp/1594481717/ref=sr_1_92?s=books&ie=UTF8&qid=1452608253&sr=1-92&keywords=music+education+books)by [Daniel H. Pink](http://www.amazon.com/Daniel-H.-Pink/e/B001IXS3PC/ref=sr_ntt_srch_lnk_92?qid=1452608253&sr=1-92)

*Start Something that Matters by* Blake Mycoskie

Course Requirements

See Course Calendar

**Course Definition and Assignment of Credit Hours:** The expectation of work in order to be successful in this 3 credit course is three hours of out of class work for each hour spent in class. This includes work assigned online through Blackboard, readings, written assignments and other course related activities.

**Diversity Expectations:** Issues related to diversity are considered in all general education courses (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). All course content and required assignments will demonstrate a value of and respect for diversity.

Class meetings: Attendance and active participation are required at all class meetings. Since the majority of the time spent in class will consist of discussions (in pairs, small groups as well as the large group), it is expected that each of you will actively participate. Active participation means showing up, completing reading assignment(s) in advance and coming to class prepared to participate in the discussion.

**Note: Attendance is mandatory! Your grade will be lowered by one letter grade for every three absences in this course.**

**Readings:** The readings for this course include assigned current literature including scholarly articles. The student is expected to identify and bring to class scholarly articles appropriate to the current topic (see class schedule).

**Writing Assignments:** There will be several different types of writing assignments (reflective essays, journals, free writing and focused writing) for this course. Some assignments will be graded and taken through the writing process; others will be given credit, but will not receive a letter grade.

**Assignments are due on the day indicated in the syllabus. An assignment may be turned in one day (not one class period) late for a reduction of 10% of the total points. Products turned in later than one day will not be graded.**

**Information Literacy and Library Research[[1]](#footnote-1):** Information literacy forms the basis for lifelong learning, encourages critical analysis, highlights the global nature of information, and creates informed citizens and professionals. Through its instruction program and liaison services, the University Libraries provides support by teaching information literacy skills to students – skills that involve the ability to find, retrieve, analyze, use, and critically evaluate information needed for library assignments and research. A liaison librarian will be assigned and embedded in Blackboard for this course.  The librarian will work with your instructor to customize library instruction for the class which may include face-to-face sessions, online tutorials, videos, and/or resource guides.

# Student Success[[2]](#footnote-2): There a number of skills you will learn that will contribute to your overall success in this course and beyond. They include improved study skills and exploration of learning styles and campus resources that can help you reach your academic potential. Throughout the course, you will participate in exercises and receive information on a number of topics and in various formats such as class presentations, reflection papers, classroom activities, peer mentoring or online modules.

**Involvement on Campus[[3]](#footnote-3):** As part of this course you will be required to attend three events outside of class. Note: These are in addition to assigned Fine Arts reports. Some of these events will require a reflective writing piece and others will not. Regardless, attending these events is an integral part of the course requirements. You will be required to provide evidence of attendance (details to follow)

Required event:   
- Academic Convocation (fall semester only): September 28, 9am, Koch Arena

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# Optional course activities

# Small Group Assignment: In groups of four, students may prepare for a debate on one of the topics listed in the class schedule. Students will be required to thoroughly research their topic in order to present an informed and clearly articulated argument.

**Service-Learning Project (paired)**: As part of this course students will be required to read *Start Something that Matters*. Students will have the option to complete a Service-Learning Project. They may choose from a variety of service-learning projects. Their grade will consist of successfully completing the 15 hours and writing two reflective essays.

Course Grading

Students will be graded on the following:

1. Complete essays related to the required textbooks. 300 points

2. Complete teaching activities in the following areas:

Song leading, Inclusion lesson, Oral presentation. 300 points

3. Concert reviews. 200 points

4. Article Reviews and “Why Music” Essay 100 points

5. Final Exam 100 points

Students must *attend a minimum* *of Five (5)* different performances. The concert observations will be graded as follows:

Observation form = 10 points

Typed review = 10 points

Program = 10 points (events without a program will not receive these points)

Submitted within two weeks of the event = 10

Specific information will be distributed throughout the semester as concert dates and workshops are scheduled.

**Course Evaluation and Assessment**

WSU uses a plus/minus letter grade system for final grades and to calculate grade point averages. In this course, grades are assigned according to the following chart and students will receive a letter grade using the standards of evaluation described below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Percentages** | **Letter Grade** | **Grade Points** | **Interpretation** |
| 100-95% | A | 4.00 | The A range denotes excellent performance. |
| 94-90% | A- | 3.67 |  |
| 89-87% | B+ | 3.33 |  |
| 86-84% | B | 3.00 | The B range denotes good performance. |
| 83-80% | B- | 2.67 |  |
| 79-77% | C+ | 2.33 |  |
| 76-74% | C | 2.00 | The C range denotes satisfactory performance. |
| 73-70% | C- | 1.67 |  |
| 69-67% | D+ | 1.33 |  |
| 66-64% | D | 1.00 | The D range denotes unsatisfactory performance. |
| 63-60% | D- | 0.67 |  |
| 60% &below | F | 0.00 | F denotes failing performance. |

The following descriptive and numerical criteria are used for all graded activities (papers, projects, reflections, participation) in this course.

Grade of A-, A (90-100)

“A” level work exudes “excellence”. Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a **WOW** assignment.

Grade of B-, B, B+ (80-89)

“B” level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in “A” work. Application of prior knowledge, experiences, readings, and theory is evident. This is a **GOOD** assignment.

Grade of C or C+ (74-79)

“C or C+” level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a **FAIR** assignment.

Grade of D+, D, D- or C- (60-73)

“D or C-” level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an **UNACCEPTABLE** assignment.

Grade of F (below 60)

“F” quality work is not expected in this course.

#### Important Notes

**Academic Honesty:** A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University. (WSU Student Code of Conduct)

**Intellectual Property:** Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9\_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

**Disabilities:** ADA: If you have a physical, perceptual, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, contact the Office of Disability Services (DS), Grace Wilkie Annex, room 173. (Voice/TDD 978-3309). ODS will review your concerns, confirm your disability, and determine, with you, what accommodations are necessary. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

NASM Health Links:

[ttp://nasm.arts-accredit.org/index.jsp?page=NASM-PAMA\_Hearing\_Health](http://nasm.arts-accredit.org/index.jsp?page=NASM-PAMA_Hearing_Health)

<http://nasm.arts-accredit.org/index.jsp?page=NASM-PAMA+Advisories+on+Neuromusculoskeletal+and+Vocal+Health>

**Inclusive Excellence:** Wichita State University is committed to achieving “Inclusive Excellence” and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an “all-inclusive” diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

**Counseling & Testing:** The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

**Student Health Services:** WSU’s Student Health clinic is located in Ahlberg Hall. Hours are 8:00am to 4:00pm (3:00pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [www.wichita.edu/studenthealth](http://www.wichita.edu/studenthealth).

**The Heskett Center and Campus Recreation:** Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities that are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

**Shocker Alert System:** SAS facilitates electronic emergency notification to individual faculty, staff, and students within the University community are delivered through mass e-mail and cell phone text messaging. See [www.wichita.edu/alert](http://www.wichita.edu/alert) to elect to opt-in to SAS to receive emergency notification by text message.

**Technology Statement:** The use of technology will be a requirement for this course. At a minimum, students will have to be fluent in word processing, have access to a word processing program and have Internet connectivity and access to e-mail. All of these are available in the COE Technology Center for students in the teacher education program.

**Inclement Weather:** Call (316) 9788-6633 (select 2) to inquire about class cancellations due to inclement weather.

**Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **OBJECTIVES** | **CLASS TOPIC** | **ASSIGNMENTS AND READINGS** |
| Week 1  Aug. 22 | Define Music | Why music? What is its value in the world?  Watch the video: The World in Six Songs | Review of standards in music classes. Research an assigned culture and music in that environment. |
| Week 2  Aug. 29 | Evaluate the role of talent in the Fine Arts. | Who should participate in the fine arts?  Define the difference between aptitude and achievement. | *CME Chapter 1 Questions Due*  Samantha: Study skills |
| Week 3  Sept. 5 | Make informed decisions on music quality. | What is your “Top 10” in music?  Analyze what is on your phone playlist. Define genre, musical preference, and cross-over style. | *CME Chapter 2 Questions Due*  Samantha: Time Management |
| Week 4  Sept. 12 | Perform a song in a small group setting. | I am a singer!  Be more than a practitioner of the arts. | *CME Chapter 3 Questions Due*  Samantha: Test taking and Note taking |
| Week 5  Sept. 19 | Define the role of advocacy in the arts. | How do we involve others in the fine arts?  Evaluating funding of the arts. | *CME Chapter 4 Questions Due*  Samantha: Counseling and testing / tutoring options |
| Week 6  Sept. 26 | Review logistics and performance standards. | What goes into a performance? | Attend a performance in the College of Fine Arts.  Read Chapter 6 in *A Whole New Mind: Symphony* |
| Week 7  Oct. 3 | Identify how administrators / producers affect the arts. | Follow the money!  Identify music related jobs in industry.  How are you doing administrating your own finances? | *CME Chapter 5 Questions Due*  Samantha: Student money management |
| Week 8  Oct. 10 | Identify significant influences on current music trends. | What are our roots?  Explore the difference between “pop” and “art” music.  Youtube as a legitimate academic source? | *Review three articles from current music journals* |
| Week 9  Oct. 17 | Justify the role of music in education. | Music – Why bother?  Note: Fall Break and no class on Oct. 18 | Write a “Why Music” essay defending the role of music in education. |
| Week 10  Oct. 24 | Work in small groups to model inclusion in the music class. | Is music for everybody?  Identify how music classes address special needs.  Review the role of diversity in musical genre. | Attend a public school concert. |
| Week 11  Oct. 31 | A look at Myers-Briggs and how it affects our relation to the arts. | What is your “Style?” | Attend a performance in the College of Fine Arts (the musical *Company* in the School of Performing Arts) |
| Week 12  Nov. 7 | Become an “expert” in a selected area of study. | You are the teacher! Prepare presentations on assigned topics.  Model independent study and presentation skills. | Oral Presentations  Attend a Wichita Symphony concert. |
| Week 13  Nov. 14 | Relate music to your selected major. How does music impact YOUR life? | Topics could include the origin of NAFME, understanding the overtone series through physics of sound, the historical impact of Spirituals on culture in the US. | Oral Presentations (continued) |
| Week 14  Nov. 21 |  | Continued  Note: Thanksgiving Break No Class on Thursday | Oral Presentations (continued) |
| Week 15  Nov. 28 | Finding Meaning | Discuss Chapter 9 in *A Whole New Mind* | Attend a performance in the College of Fine Arts. |
| Week 15  Dec. 5 |  | Review for final Exam. |  |
|  |  |  |  |
|  | | | |

WSUF 102 Observation Form

## Review # \_\_\_\_\_\_ of 5. Event \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name \_\_\_\_\_\_\_\_\_\_\_\_

*Turn in a program when appropriate and your notes.* Attach a brief report (**one half page typed**) indicating what occurred. This is not just an evaluation of the program. It should be a description of what you saw and what you liked or wanted to change.

Some Observation Possibilities:

The conductor:

The performers:

The music:

The physical environment:

The pacing:

The audience involvement:

Other:

# Song Leading Evaluation Form (Teacher Evaluation)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score (100) \_\_\_\_\_\_\_\_\_\_

**TEACHING:**  Excellent Very Good Satisfactory Needs Improvement

Eye Contact 8 6 4 2

Clarity of Speech 8 6 4 2

Expressive Voice 8 6 4 2

Expressive Face 8 6 4 2

Enthusiasm 8 6 4 2

Leadership 8 6 4 2

**MUSIC:**

Pitch Accuracy 8 6 4 2

Rhythmic Accuracy 8 6 4 2

Accompaniment 8 6 4 2

Start/Stop cues 8 6 4 2

**LESSON:**

Sequencing 8 6 4 2

Pacing 8 6 4 2

Evaluation 8 6 4 2

General Comments:

# Song Leading Evaluation Form (Peer Evaluation)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score (50) \_\_\_\_\_\_\_\_\_\_

**TEACHING:**  Excellent Very Good Satisfactory Needs Improvement

Eye Contact 4 3 2 1

Clarity of Speech 4 3 2 1

Expressive Voice 4 3 2 1

Expressive Face 4 3 2 1

Enthusiasm 4 3 2 1

Leadership 4 3 2 1

**MUSIC:**

Pitch Accuracy 4 3 2 1

Rhythmic Accuracy 4 3 2 1

Accompaniment 4 3 2 1

Start/Stop cues 4 3 2 1

**LESSON:**

Sequencing 4 3 2 1

Pacing 4 3 2 1

Evaluation 4 3 2 1

General Comments:

# Song Leading Evaluation Form (Peer Evaluation)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score (50) \_\_\_\_\_\_\_\_\_\_

**TEACHING:**  Excellent Very Good Satisfactory Needs Improvement

Eye Contact 4 3 2 1

Clarity of Speech 4 3 2 1

Expressive Voice 4 3 2 1

Expressive Face 4 3 2 1

Enthusiasm 4 3 2 1

Leadership 4 3 2 1

**MUSIC:**

Pitch Accuracy 4 3 2 1

Rhythmic Accuracy 4 3 2 1

Accompaniment 4 3 2 1

Start/Stop cues 4 3 2 1

**LESSON:**

Sequencing 4 3 2 1

Pacing 4 3 2 1

Evaluation 4 3 2 1

General Comments:

**Adaptations Lesson Evaluation**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Focus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade (75 points) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How you should evaluate your Adaptations lesson:**

1. Define the personal nature of small group teaching.

2. Indicate what areas provided the most success.

3. Indicate if there were any surprises in your lesson.

4. Describe what you feel you and the students accomplished.

5. What would you have them work on for their next lesson?

# Oral Presentation Evaluation Form

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score (125) \_\_\_\_\_\_\_\_\_\_\_

PLANNING : Excellent Satisfactory Needs Improvement

Handout (Clear, appropriate) 6 4 2

Organization (notes clear to follow) 6 4 2

Prepare one story or anecdote 6 4 2

Motivational strategies (creative) 6 4 2

Plan to get a behavior from the class 6 4 2

TEACHING: Excellent Satisfactory Needs Improvement

Vocal inflection, projection 6 4 2

Appropriate phraseology 6 4 2

Effective non-verbal communication 6 4 2

Poise and confidence 6 4 2

Energy, enthusiasm for teaching 6 4 2

Use at least one individual student name 6 4 2

PRESENTATION: Excellent Satisfactory Needs Improvement

Appropriate pace 6 4 2

Numerous demonstrations used 6 4 2

Move away from the podium 6 4 2

Closing activities 6 4 2

Students actively involved 6 4 2

Major Strengths (2 points):

Major areas that need attention (2 points):

General Comments (25 points):

**WRITTEN COMMUNICATION VALUE RUBRIC**

*for more information, please contact* [*value@aacu.org*](mailto:value@aacu.org)

Target (8) Milestone (6) Benchmark (4)

|  |  |  |  |
| --- | --- | --- | --- |
| **Context of and Purpose for Writing**  *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*  **Content Development**  **Genre and Disciplinary Conventions**  *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*  **Sources and Evidence**  **Control of Syntax and Mechanics** | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).  Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.  Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices  Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.  Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).  Uses appropriate and relevant content to develop and explore ideas through most of the work.  Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation  Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.  Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).  Uses appropriate and relevant content to develop simple ideas in some parts of the work.  Attempts to use a consistent system for basic organization and presentation.  Demonstrates an attempt to use sources to support ideas in the writing.  Uses language that sometimes impedes meaning because of errors in usage. |

1. Librarians may also provide assistance with course or assignment development as well as assessment strategies related to information literacy objectives and learning outcomes. Librarians will be available to students through email, chat, phone, and/or office hours, as needed. [↑](#footnote-ref-1)
2. Call Samantha Greenberg, coordinator of First-Year Programs 978-5420 or email ([samantha.greenberg@wichita.edu](mailto:samantha.greenberg@wichita.edu)) for more information. [↑](#footnote-ref-2)
3. # The Student Affairs contact is Nancy Loosle, Director of Student Involvement, [nancy.loosle@wichita.edu](mailto:nancy.loosle@wichita.edu) or 978-3022.

   [↑](#footnote-ref-3)