

**LIB100: Introduction to Liberal Education  
Fall 2008**

Instructor: Jennifer L. McCaul	Office: 259C DeVos Center, Pew Campus
E-mail: mccaalj@gvsu.edu	Section 20, Mon 6-8:50pm, 178 Lake Ontario Hall
Telephone Number: 616-331-7137 Office 616-331-6890 Department	Office Hours: 5-6pm in the LOH study area (south end, 1 <sup>st</sup> floor) and by appointment, call 331-6890 to schedule an available time to meet in my office or elsewhere on campus.

**Catalog Course Description: Introduction to Liberal Education-**

A study of the nature and importance of liberal education, including the education of the adult free citizen, through extensive reading of classical and modern texts and through examination of the contemporary state of liberal education in the university and society. Fulfills Philosophy and Literature Foundation. Three credits.

**Foundation: Philosophy & Literature-**

This course fulfills a general education category requirement. Courses in this category will introduce students to the interpretation of a significant body of literary or philosophical work, and assist them in the careful reading, discussion, and analysis of primary texts.

All courses in the Philosophy and Literature category include the following content:

1. The introduction of philosophy or literature as a "way of knowing"; an examination of principles and questions that define the field and its contributions to human knowledge and civilization.
2. A consideration of the relationship between the works discussed, the cultures in which they were created, and the human concerns they illuminate.
3. The critical analysis and interpretation of one or more primary texts as a major portion of course content.

All courses in a Foundation use teaching methods that help students become more proficient in the following skills:

1. To engage in articulate expression through effective speaking or writing.
2. To think critically and creatively.
3. To locate, evaluate, and use information effectively.

**Additional Course Outcomes:**

- ☞ To be able to define what is a liberal arts education and to be able to apply that knowledge to the readings and to life goals.
- ☞ To be familiar with the ideas of citizenship and civic engagement in the context of a liberal arts education and how to apply those principles to the individual, the group, and to society.

## Course Texts and Materials:

- ☞ Whipps, J., Drewel, C., et al. (Eds.). (2006). *Reflection and engagement: Liberal education at GVSU*. Acton, MA: Copley Custom Publishing.
- ☞ Clinton, B. (2007). *Giving: How each of us can change the world*. New York: Knopf.
- ☞ Supplemental Readings as assigned (All supplemental readings are available through the library e-course reserve website in pdf or full text online format - see instructional handout)

## Format:

This course will be taught seminar style with considerable time spent in discussion, both large and small group, and activities. This course is intended to be very interactive and dynamic. You are expected to come prepared to participate by completing assigned readings and activities prior to class. Because of the participatory nature of this class, your presence is especially important for the success of the course. Attendance is expected and will be part of your overall evaluation.

## Policies:

### ☞ Attendance

- ★ Attendance in class is fundamental to your academic success. You should plan on attending every day in order to make the most of this learning opportunity. I do not distinguish between excused or unexcused, you are either here or you aren't. If you have extenuating circumstances (death, serious illness, injury, etc.) please let me know, we can talk about options. However if it is "normal" illness, that is part of making responsible decisions for yourself, do what you must, as you will need to do in the outside workforce for the rest of your life.
- ★ If you are a GVSU athlete or have other university reasons for missing a class (fieldtrip, etc.), please provide official notification from your coach or instructor at least one week prior to your absence. You will be provided with an alternate assignment for that day.
- ★ You will be allowed 1 "free" absence (however you will not earn participation points for any days you miss.) This includes completely missed classes and accumulation of partial absences (arriving late or leaving early). For each absence after that you will lose 10 points for each absence up to 4 total absences, after which you will automatically fail this course no matter how many points you have earned. This is equivalent to 4 WEEKS of class missed or nearly a ¼ of the semester!

### ☞ Cell phones, laptops, and other electronics

- ★ Please silence or turn off any cell phones/pagers before coming into class.
- ★ This class does not require a laptop to be used during class. Please do not use your laptop or other electronics during our discussions as it will distract you and your neighbors from participating. There will be plenty of opportunity to use technology for assignments outside of the class room.

### ☞ Academic Honesty/Plagiarism Policy

- ★ "Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism" (from the GVSU Student Code, Section 223.01). There is no such thing as unintentional

plagiarism. It results from ignorance of proper citation practices, but is nonetheless a violation of academic standards, and will not be tolerated. Students who plagiarize will fail the assignment, possibly the course, and are subject to disciplinary action.

### ☞ Assignments

- ★ No assignments (formal or informal) will be accepted after 9:00pm on date due unless EXTREME circumstances have caused your absence. You should contact me as soon as possible.
- ★ All assignments should be proofread for mechanical and grammar issues prior to being turned in. This is more than just using “spell check” on your computer. Consider using the writing center or asking a friend or classmate to review your writing.
- ★ For *formal* writing assignments, they MUST be submitted in hard copy during the class period that it's due. Assignments sent via email without prior approval will be returned unopened and not graded! This does not pertain to informal writing we will do via online Live Journal.

### Homework Assignments:

#### ☞ Individual

- ★ Reading Quizzes (13 x 5 pts each = 65 pts): You will be asked to complete a quiz related to the readings at the start of each Monday's class. This quiz will be designed to ensure you have completed the reading assignments and are prepared to participate in class. If you arrive after the quiz has been completed you will not be able to make it up. Due: start of each Monday class meeting through December 1st as indicated on syllabus schedule.
- ★ “About Me” Journal Entry (15 pts): You will use Live Journal to write a personal history of who you are, what you interested in, your educational experiences, why you chose to attend college, your thoughts about liberal education, and what you expect to learn in this class and in college in general. See assignment sheet for further details. Due: September 8<sup>th</sup>
- ★ Final reflective paper (60 pts): You will write a 6-8 page *formal* paper, in lieu of a final exam. This paper should reflect on the reading, journaling, and other experiences we have had throughout this course. You should cite (APA format) at least 4 texts we have read and indicate how they, in conjunction with other activities, have impacted your learning experience, ideas about liberal education, critical thinking, citizenship, and civic engagement. This paper must be reviewed by the Writing Center OR peer reviewed by a classmate. See assignment sheet for further details. Paper due December 8<sup>th</sup>

#### ☞ Group

- ★ Reflective Reading Questions (6 x 10 pts each = 60 pts): You will be randomly assigned by lottery to six class readings throughout the semester for which you will provide *formal* written discussion questions and appropriate responses which demonstrate your understanding of the reading's idea and supporting arguments. These questions will be used for class discussion about that reading. See assignment sheet for further details. Due: Varies, lottery held first week

- ★ **Participation in class** (60 pts): You will be evaluated on your contribution to class discussion and activities in addition to your active participation in Live Journal and the service learning project. Remember to be respectful of instructor and classmates, and to give everyone a chance to contribute. It's about quality not quantity.
- ★ **Group Participation** (10 pts): You will be evaluated for the contribution to the group during the community service project.

☞ **Community**

- ★ **Service Learning Experience at Second Harvest Gleaners Food Bank\*\*** (65 pts) - More information will be discussed in class!
- ★ **Awareness Journal** (13 X 5 pt each = 65 pts) In order to be actively engaged in the University and external community and apply what you are learning, you will be asked to keep a journal throughout the semester. You will create an electronic journal site on [www.livejournal.com](http://www.livejournal.com) to post into at least once a week. I will post "thought" questions for you to respond to in order to get you started. However, feel free to post as many times as you want a week about the reading itself and any thoughts or observances you have related to this class. This is an opportunity to put down random thoughts (emphasis on thoughts! This is not a complaint forum) you may have as you think about the reading and how it relates to your life. Also about the things you see around you. This is a "mini facebook" for this class. See assignment sheet for further details. Due: by 9pm every Monday through December 1st as indicated on syllabus schedule.

\*\*If you are not comfortable with a group service project, or unable to work this event into your schedule, you may choose to opt out of this assignment and do an alternate individual research assignment worth 75 pts instead. If you want to learn more about this, you must see me to discuss and confirm this option before October 6th.\*\*

☞ **Grading Scale (points):**

400-376 = A	335-320 = B-	279-268 = D+
375-360 = A-	319-308 = C+	267-256 = D
359-348 = B+	307-296 = C	255-000 = F
348-336 = B	295-280 = C-	

Assignment Schedule:

Week#	Date	Assignments/Readings are <u>due</u> on date listed
Week 1	8/25	<b>Introductions, Syllabus Review, Expectations, and Class Activities</b> <b>In Class:</b> Reading Assignment Lottery will be held today
Week 2	9/1	<b>LABOR DAY – NO CLASS</b>
Week 3	9/8	<b>Why are you here? Why is college “important”?</b> <b>Read:</b> <b><u>e-reserve:</u></b> <ul style="list-style-type: none"> <li>• Gordon –<i>The value of a college education</i>;</li> <li>• Uchida - <i>What students must know to succeed in the 21<sup>st</sup> century</i>;</li> <li>• Pellegrino - <i>Having a degree and being educated</i>; and</li> </ul> <b><u>LIB100 Reader:</u></b> <ul style="list-style-type: none"> <li>• p. xi-xix</li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 1</b> <b>Due: “About Me” Journal Entry on Live Journal &amp; Live Journal Entry 1</b></p>
Week 4	9/15	<b>History &amp; Function of Higher Education</b> <b>Read:</b> <b><u>LIB100 Reader:</u></b> <ul style="list-style-type: none"> <li>• p. 149-156 <i>What is a University</i>;</li> <li>• p. 180-183 <i>Universities and their function</i>; and</li> <li>• p. 242-254 <i>The Interdependency of Vocational &amp; Liberal Aims</i></li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 2 &amp; Live Journal Entry 2</b></p>
Week 5	9/22	<b>What is Liberal Education &amp; Why is it “important”?</b> <b>Read:</b> <b><u>LIB100 Reader:</u></b> <ul style="list-style-type: none"> <li>• p. 58-68 <i>The liberal arts</i>;</li> <li>• p. 97-105 <i>Only connect...the goals of liberal education</i>; and</li> <li>• p. 173-179 <i>Practicing Liberal Education</i>;</li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 3 &amp; Live Journal Entry 3</b></p>
Week 6	9/29	<b>What is Liberal Education &amp; Why is it “important”?</b> <b>Read:</b> <b><u>e-reserve:</u></b> <ul style="list-style-type: none"> <li>• Freidman – excerpt from <i>The World is Flat</i></li> </ul> <b><u>LIB100 Reader:</u></b> <ul style="list-style-type: none"> <li>• p. 124-137 <i>The Banking Concept of Education</i></li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 4 &amp; Live Journal Entry 4</b></p>
Week 7	10/6	<b>Liberal Education and Thinking</b> <b>Read:</b> <b><u>e-reserve:</u></b> <ul style="list-style-type: none"> <li>• UnSpun chapters 2, 3, and 8</li> </ul> <b><u>LIB100 Reader:</u></b> <ul style="list-style-type: none"> <li>• p. 273-278 <i>Now I Become Myself</i></li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 5 &amp; Live Journal Entry 5</b></p>

Week 8	10/13	<p style="text-align: center;"><b>Liberal Education and the Classics</b></p> <p><b>Read:</b> <b><u>LIB100 Reader:</u></b></p> <ul style="list-style-type: none"> <li>• p. 2-7 from <i>Nicomachean Ethics</i>; and</li> <li>• p. 8-11 from <i>The Encheiridion</i></li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 6 &amp; Live Journal Entry 6</b></p>
Week 9	10/20	<p style="text-align: center;"><b>Liberal Education and the Classics</b></p> <p><b>Read:</b> <b><u>LIB100 Reader:</u></b></p> <ul style="list-style-type: none"> <li>• p. 21-28 <i>The allegory of the cave</i>; and</li> <li>• p. 29-51 <i>The Apology</i></li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 7 &amp; Live Journal Entry 7</b></p>
Week 10	10/27	<p style="text-align: center;"><b>Understanding Ourselves and Others</b></p> <p><b>Read:</b> <b><u>e-reserve:</u></b></p> <ul style="list-style-type: none"> <li>• Daniel-Tatum – <i>Defining Racism</i>;</li> <li>• Wildman &amp; Davis – <i>Language &amp; Silence</i>; and</li> </ul> <p><b><u>LIB100 Reader:</u></b></p> <ul style="list-style-type: none"> <li>• p. 255-259 <i>Diversity Makes you Smarter</i></li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 8 &amp; Live Journal Entry 8</b></p>
Week 11	11/3	<p style="text-align: center;"><b>Understanding Ourselves and Others</b></p> <p><b>Read:</b> <b><u>e-reserve:</u></b></p> <ul style="list-style-type: none"> <li>• McIntosh – <i>White Privilege</i>; and</li> <li>• Pilgrim – <i>The garbage man</i>;</li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 9 &amp; Live Journal Entry 9</b></p>
Week 12	11/10	<p style="text-align: center;"><b>GIVING Part I</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• p. ix-87</li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 10 &amp; Live Journal Entry 10</b></p>
Week 13	11/17	<p style="text-align: center;"><b>GIVING Part II</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• p. 88-151</li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 11 &amp; Live Journal Entry 11</b></p>
Week 14	11/24	<p style="text-align: center;"><b>GIVING Part III</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• p. 152-211</li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 12 &amp; Live Journal Entry 12</b></p>
Week 15	12/1	<p style="text-align: center;"><b>The Power of One</b></p> <p><b>Read:</b> <b><u>e-reserve:</u></b></p> <ul style="list-style-type: none"> <li>• MLK, Jr. - <i>Drum Major Instinct</i>; and</li> </ul> <p><b><u>LIB100 Reader:</u></b></p> <ul style="list-style-type: none"> <li>• p 183-201 <i>The World House</i></li> </ul> <p style="text-align: center;"><b>Due: Reading Quiz 13 &amp; Live Journal Entry 13</b></p>

Week 16	12/8	<b>Final Exam Period</b>
		<b>In Class: Final Activity</b>
<b>Due: Individual Final Reflective Paper</b>		

\*\*Note: This schedule is subject to change. Advance notice will be given in class and posted on BB if an assignment or date changes.

### ☞ Support:

You are encouraged to use the many campus resources available to you to assist with your success as a college student in this course and others.

- ★ If there is any student in this class who has special needs due to learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 616-331-2490 as early in the semester as possible to ensure your needs are met.
  
- ★ The GVSU Writing Center is available to help you with the writing you do in any of your classes. Writing Center consultants, who are GVSU students, are trained to help you with all stages of your writing process. Writing Center assistance is free and appointments usually aren't necessary. See [www.gvsu.edu/wc](http://www.gvsu.edu/wc) for hours and location, or call 331-2922.
  
- ★ GVSU Libraries have many links and tutorials available on their website (<http://www.gvsu.edu/library/index>) as well as helpful staff that may be of assistance for your assignments and projects in this class and others.

### ☞ Important GVSU Dates to Remember

<b>Classes Begin</b>	August 25, 2008
<b>Last day to Add, Register or Pay</b>	August 29, 2008 at 5:00 PM
<b>100% Tuition Refund Deadline</b>	August 29, 2008 at 5:00 PM
<b>Labor Day Recess</b>	August 31-September 2, 2008
<b>75% Tuition Refund Deadline</b>	September 19, 2008 at 5:00 PM
<b>Mid-term Evaluations</b>	October 6-11, 2008
<b>Drop Deadline - grade W</b>	October 24, 2008 at 5:00 PM
<b>Thanksgiving Recess</b>	November 26-30, 2008
<b>Classes End</b>	December 6, 2008
<b>Examinations</b>	December 8-13, 2008
<b>Semester Ends</b>	December 13, 2008
<b>Grades Available to Students</b>	December 18, 2008