

**LIB100: Introduction to Liberal Education
Winter 2006**

*Thinking is the hardest work there is, which is probably the reason why so few engage in it
-Henry Ford II*

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Telephone Number: 616-331-7137 Office 616-331-7130 Department	Office Hours: ½ hour before & immediately after class period and by appointment, call 331-7130 to schedule an available time to meet in my office

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.

Objectives:

- ☞ 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 basic leadership principles, especially the social change model, in the context of a liberal arts education and how to apply those principles to the individual, the group, and to society.
- ☞ To develop the ability to think critically about what you read, view, and hear
- ☞ To learn to articulate those thoughts to an audience through written and oral assignments

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.

Course Texts and Materials:

- ☞ Whipps, J., Drewel, C., et al. (Eds.). (2004). *Reflection and engagement: The possibilities of liberal education at GVSU*. Acton, MA: Copley Custom Publishing.
- ☞ Loeb, P. R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York: St. Martin's Press.
- ☞ Haddon, M. (2003). *The curious incident of the dog in the nighttime*. New York: Doubleday
- ☞ Supplemental Readings as assigned (All supplemental readings are available on Blackboard under Course Documents, in pdf or full text online format)

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.
- ★ If you are planning on being absent, please let me know in advance. Assignments will be due on dates listed, so plan ahead. You are also responsible for what was covered in class that day. **Notifying me does NOT mean it's excused, *see above*. **
- ★ 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 to earn the points for the pre-class activity and "waive" the absence (so it does not count toward the absence tally), however you will not earn participation points for that day.
- ★ You will be allowed 2 "free" absences (however you will not earn participation points or pre-class activity points for days you miss, even if you submit a response, credit will be removed). This includes completely missed classes and accumulation of partial absences (arriving late or leaving early). For each absence after that you will lose a grade point (B+ to B, B to B-, etc.) up to 6 total absences, after which you will automatically fail this course no matter how many points you have earned.

Cell phones, pagers, and other electronics

- ★ Please silence or turn off any electronics before coming into class. If there is a pending emergency where you may need to answer your phone, please let me know before class and leave the classroom before doing so as to not disrupt everyone else.

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 will be accepted after 6:00pm on date due unless EXTREME circumstances have caused your absence.
- ★ 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.
- ★ Any assignments submitted electronically through email must be in Microsoft Word Document format. Any other formats (WordPerfect, etc.) will not be accepted!

Homework Assignments:

☞ Individual

- ★ Blackboard Pre-class Activity (25 x 2 pts each = 50 pts): You will be asked to complete a very short activity related to the readings prior to each class. The next week's activities will be made available on the Blackboard site under "Pre-Class Activities" every Wednesday at 6pm and will be available until **30 minutes BEFORE** the class meeting it is due for. This activity will be designed to ensure you have completed the reading assignment and are prepared to participate in class. Due: prior to every class meeting through April 17th.
- ★ Reflective Reading Exercises (4 x 10 pts each = 40 pts): You will be randomly assigned by lottery to four class readings throughout the semester for which you will develop an outline of the important points of the text, prepare some discussion questions and develop responses to those questions which demonstrates your understanding of the reading's idea and supporting arguments (2-3 pages). These questions will be used to start the class discussion about that reading. See assignment sheet for further details. Paper Due: Varies, lottery held first week.
- ★ Educational Autobiography and Plan (10 pts): You will write a 2-4 page personal history of your educational experiences, why you chose to attend college, your definition of liberal education, your ideas about leadership, and what you expect to learn in this class and in college. See assignment sheet for further details. Paper Due: January 18th.
- ★ Final reflective paper (50 pts): You will write an 8-12 page paper, in lieu of a final exam. This paper should reflect on the reading and experiences we have had in this course. You should cite (APA format) at least 3 texts we have read and indicate how they, in conjunction with other activities, have impacted your learning experience, ideas about liberal education, leadership, and citizenship. This paper must be reviewed by the Writing Center or a classmate. See assignment sheet for further details. Paper due April 26th.
- ★ Participation in class (30 pts): You will be evaluated daily on your contribution to class discussion and activities. Each day is worth 1pt overall. Participation will be graded on how much you constructively contribute to class discussion/activity, not how many times you raise your hand. Remember to be respectful of instructor and classmates, and to give everyone a chance to contribute. It's about quality not quantity.

☞ Group

- ★ Community Project Proposal (20 pts): As a group (3-5 members), you will develop an idea about a community project and prepare a plan as to how you will address the problem. This 3-5 page proposal should include a description of the problem, background information about the issue you are addressing, what the group plans to do to address the issue, and a timeline for completion. You should also cite (APA format) at least 2 of the texts we have read to support the ideas of liberal education, leadership and citizenship as it relates to your project. See assignment sheet for further details. Paper Due: February 20th.
- ★ Group Project Participation (10 pts): You will evaluate the contribution of each of your group members for this project. See evaluation sheet for further details. Due by April 19th.

☞ Community

- ★ Co-Curricular Activities (5 X 6 pt each = 30 pts) To be actively engaged in the University community, You will be asked to attend 5 events from the approved list of activities (1 from each category) and respond to prompts on Blackboard about each event. These responses should address what the event was, how it supplements classroom learning, and relates to liberal learning, leadership, and citizenship. See assignment sheet for further details. Due as Completed. However, all essays must be submitted by 5pm April 21st. **NO EXCEPTIONS!**
- ★ GVSU Community Reading Project (20 pts): As a class we will participate in the GVSU community reading project. This will include reading the book *The curious incident of the dog in the nighttime* and participating in scheduled campus events related to this project. There will be a summary project about this experience. See assignment sheet for further details. Due: March 27th
- ★ Community Project Summary and Presentation (40 pts): As a group, you will write a 5-7 page project summary report about your community project. This will include aspects of your project proposal and add in a summary of the outcomes of the project, lessons learned, comments from people involved, things to do differently, etc. You will also give a 10-15 minute presentation to the class about your project. See assignment sheet for further details. Paper Due: April 17th; Presentations: April 19th & 26th.

If you are not comfortable with a service project, you may choose to opt out of this assignment and do an alternate assignment worth 70 pts instead. If you want to learn more about this, please see me to discuss this option before January 30th.

☞ Grading Scale:

300-282 = A	269-261 = B+	239-231 = C+	209-201 = D+
281-270 = A-	260-252 = B	230-222 = C	200-192 = D
	251-240 = B-	221-210 = C-	191-000 = F

Week#	Date	Assignments/Readings are <u>due</u> on date listed
Week 1	1/9	Introductions, Syllabus Review, and Class Activity
	1/11	Why are you here? Why is college important? Read: Handouts – <i>What students must know to succeed in the 21st century</i> and <i>Having a degree and being educated</i>
Week 2	1/16	History & Function of Higher Education & What is Liberal Education? Read: from the reader, pp 81-88 <i>What is a University?</i> and pp 102-105 <i>Universities and their function</i> and pp ix-xxi and pp 91-101 <i>The liberal arts</i>
	1/18	What is Liberal Education & Why is it “important”? Read: from the reader, pp 135-143 <i>Only connect...the goals of liberal education</i> and pp 144-161 <i>On the uses of Liberal Education</i> Due: Educational Autobiography and Plan
Week 3	1/23	What is Liberal Education & Why is it “important”? Read: from the reader, pp162-175 <i>The banking concept of education</i>
	1/25	What is Liberal Education & Why is it “important”? Read: from the reader, pp 202-212 <i>The Challenge of Liberal Education</i> and Handout- <i>How Knowledge was Earned</i>

Week 4	1/30	Social Change Read: Handout- <i>Social Change Model</i>
	2/1	Service Learning and Citizenship Read: Handouts – <i>An overview of service learning</i> and <i>A time to serve, a time to learn.</i> Discuss Community Project Assignment and select groups
Week 5	2/6	Service Learning and Citizenship Read: Handouts – <i>Reprise: Walking Each Other Home</i> and <i>Experience and Thinking</i> Guest Speaker
	2/8	Living a Principled Life Read: Thoreau’s <i>Life Without Principle</i> (part 1) on BB
Week 6	2/13	The Power of One: M. K. Gandhi Read: Handout – <i>The Transformation</i>
	2/15	Controversy with Civility The class will meet today at this lecture. If you can arrive at 4pm, please do...however you will be expected to be there no later than 4:30pm <i>Same-Sex Marriage: A Civil Debate between John Corvino & Glenn Stanton</i> 4:00pm-5:30pm – Grand River Room (250 KC) For more information go to: http://events.gvsu.edu/EventDetails.asp?EventID=20774
Week 7	2/20	Leadership and Citizenship in the classics Read: from the reader, pp 29-51 <i>The Apology</i> Due: Community Project Proposal
	2/22	Leadership and Citizenship in the classics Read: from the reader, pp 21-28 <i>The allegory of the cave</i>
Week 8	2/27	Leadership and Citizenship in the classics Read: from the reader, pp 2-7 <i>from Nicomachean Ethics</i>
	3/1	The Power of One: Martin Luther King, Jr. Read: from the reader, pp 183-201 <i>The World House</i>
Week 9	3/5	No Class – Spring Break
	3/8	No Class – Spring Break
Week 10	3/13	Understanding Others, Understanding Power Read: Handout – <i>Whiteness: the power of privilege</i>
	3/15	Understanding Others, Understanding Power Read: from the reader, pp 256-273 <i>On the uses of Liberal Education</i>
Week 11	3/20	TBD: No Reading due
	3/22	TBD: No Reading due (Attend Mark Zupan Lecture)
Week 12	3/27	The Soul of a Citizen Read: <i>Soul of a Citizen</i> pp 1-97 Due: GVSU Community Reading Project
	3/29	Read: <i>Soul of a Citizen</i> pp 98-184
Week 13	4/3	Read: <i>Soul of a Citizen</i> pp 185-242
	4/5	Read: <i>Soul of a Citizen</i> pp 243-309

Week 14	4/10	Read: <i>Soul of a Citizen</i> pp 310-349
	4/12	The Power of One: Maya Angelou Read: <i>Maya Angelou Poems on BB</i>
Week 15	4/17	The Power of One: Paul Rusesabagina Read: Paul Rusesabagina story on BB Due: Community or Research Project Summary Paper
	4/19	Due: Project Presentations Day 1
Week 16	4/26	<u>Final Exam Period 4:00 pm-5:50 pm</u> Due: Project Presentations Day 2 and Individual Final Reflective Paper.

**Note: This schedule is subject to change. Advance notice will be given in class 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 because of a 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 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

Classes Begin	January 09, 2006
Last Day to Add, Register, or Pay	January 13, 2006 at 5:00 PM
100% Tuition Refund Deadline	January 13, 2006 at 5:00 PM
75% Tuition Refund Deadline	February 03, 2006 at 5:00 PM
Mid-term Evaluations	February 20, 2006 - February 25, 2006
Drop Deadline – grade “W”	March 03, 2006 at 5:00 PM
Spring Break	March 05, 2006 - March 12, 2006
Classes End	April 22, 2006
Examination	April 24, 2006 - April 29, 2006
Semester Ends	April 29, 2006
Commencement	April 29, 2006
Grades from Faculty	May 02, 2006 at 12:00 PM (Deans' Offices)
Grade Reports to Students	May 04, 2006