

**LIB100: Introduction to Liberal Education
Winter 2007**

*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: immediately before and after class period and by appointment, call 331-7130 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.

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.). (2006). *Reflection and engagement: Liberal education at GVSU*. Acton, MA: Copley Custom Publishing.
- ☞ Loeb, P. R. (2004). *The impossible will take a little while: A citizen's guide to hope in a time of fear*. New York: St. Martin's Press.
- ☞ Hosseini, K. (2003). *The kite runner*. New York: River Head Books.
- ☞ 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 "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 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 a grade point (B+ to B, B to B-, etc.) up to 4 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 9:00pm 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 be returned unopened!

Homework Assignments:

☞ Individual

- ★ Blackboard Quizzes (13 x 5 pts each = 65 pts): You will be asked to complete a quiz related to the readings prior to each Tuesday's class. The next week's quiz will be made available on the Blackboard site under "Quizzes" on Tuesday at 9pm and will be available until **30 minutes BEFORE** the class meeting it is due for (this allows you one week to complete). This quiz will be designed to ensure you have completed the reading assignments and are prepared to participate in class. Due: prior to Tuesday class meetings through April 17th as indicated on syllabus schedule.
- ★ Reflective Reading Exercises (5 x 10 pts each = 50 pts): You will be randomly assigned by lottery to five class readings throughout the semester for which you will provide written reflection and prepare some discussion questions and responses which demonstrate your understanding of the reading's idea and supporting arguments (2-3 pages). These questions will be used for class discussion about that reading. See assignment sheet for further details. Paper Due: Varies, lottery held first week.
- ★ Educational Autobiography (10 pts): You will write a 2-3 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 16th.
- ★ Midterm reflective paper (15 pts): You will write a 4-5 page paper, in lieu of a midterm exam. This paper should reflect on the reading and experiences we have had in this course to date. You should cite (APA format) at least 2 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. See assignment sheet for further details. Paper due February 20th.
- ★ Final reflective paper (30 pts): You will write a 6-8 page paper, in lieu of a final exam. This paper should reflect on the reading 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, leadership, and citizenship. This paper must be reviewed by the Writing Center or peer reviewed by a classmate. See assignment sheet for further details. Paper due April 24th.
- ★ Participation in class (25 pts): You will be evaluated on your contribution to class discussion and activities. 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 (15 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 issue. This 3-5 page proposal should include a description of the issue or agency, background information about the issue you are addressing, what the group plans to do to, 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 27th.

- ★ 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 10th.

☞ 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 responses must be submitted by 5pm April 10th. NO EXCEPTIONS!
- ★ Community Reading Project - (10 pts) You will be expected to participate in GVSU's community reading project by reading the book *The Kite Runner* in addition to other assigned readings according to the schedule in the syllabus. You will also be expected to participate in scheduled events (lectures, movies, etc.) related to the reading project (to be determined once schedule is finalized.) There may be short writing assignments to reflect on the book or the scheduled events.
- ★ 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 15 minute presentation to the class about your project. See assignment sheet for further details. Paper Due: April 10th; Presentations: April 17th & 24th.

If you are not comfortable with a group service project, you may choose to opt out of this assignment and do an alternate individual research assignment worth 65 pts instead. If you want to learn more about this, you may review the assignment in BB. You must see me to discuss this option before January 30th.

☞ Grading Scale:

	269-261 = B+	239-231 = C+	209-201 = D+
300-282 = A	260-252 = B	230-222 = C	200-192 = D
281-270 = A-	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 Activities In Class: Reading Assignment Lottery will be held today
Week 2	1/16	Why are you here? Why is college “important”? Read: Handouts – <i>What students must know to succeed in the 21st century; Having a degree and being educated;</i> from the reader, p. xi-xix History & Function of Higher Education Read: from the reader, p. 149-156 <i>What is a University?</i> ; p. 180-183 <i>Universities and their function;</i> and p. 242-254 <i>The Interdependency of Vocational & Liberal Aims in Higher Education</i> Due: Blackboard Quiz Due: Educational Autobiography

Week 3	1/23	<p align="center">What is Liberal Education & Why is it “important”?</p> <p>Read: from the reader, p. 58-68 <i>The liberal arts</i>; p. 97-105 <i>Only connect...the goals of liberal education</i>; p. 138-148 <i>The Challenge of Liberal Education</i>; and p. 173-179 <i>Practicing Liberal Education</i></p> <p>Due: Blackboard Quiz</p>
Week 4	1/30	<p align="center">Community Reading Project – Kite Runner</p> <p>Read: <i>Kite Runner</i> Chapter 1 through Chapter 13 by today</p> <p>In Class: Activity TBD</p> <p><i>Last day to contact me regarding completing alternate individual research assignment (instead of group community service project)</i></p> <p>Due: Blackboard Quiz</p>
Week 5	2/6	<p align="center">Social Change, Service Learning, and Citizenship</p> <p>Read: Handout- <i>Social Change Model</i>; <i>An Overview of Service Learning</i>; and <i>Experience and Thinking</i></p> <p>Discuss: Community Project Assignment and Select Groups</p> <p>Guests– Panel of former LIB100 Students discuss service project experiences</p> <p>Due: Blackboard Quiz</p>
Week 6	2/13	<p align="center">Liberal Education and Identity</p> <p>Read: from the reader, p. 124-137 <i>The Banking Concept of Education</i>; p. 273-278 <i>Now I Become Myself</i>; and p. 333-353 <i>Lost in the Meritocracy</i></p> <p>Due: Blackboard Quiz</p>
Week 7	2/20	<p align="center">Leadership and Citizenship in the Classics</p> <p>Read: from the reader, pp 21-28 <i>The allegory of the cave</i> and pp 29-51 <i>The Apology</i></p> <p>Due: Blackboard Quiz</p> <p>Due: Midterm Reflective Paper</p>
Week 8	2/27	<p align="center">Leadership and Citizenship in the classics</p> <p>Read: from the reader, pp 2-7 <i>from Nicomachean Ethics</i> and p. 8-11 <i>from The Encheiridion</i></p> <p align="center">Community Reading Project – Kite Runner</p> <p>Read: <i>Kite Runner</i> Chapter 14 through Chapter 25 by today</p> <p>Due: Blackboard Quiz</p> <p>Due: Group Community Project Proposal</p>
Week 9	3/6	<p>No Class – Spring Break</p>
Week 10	3/13	<p align="center">Understanding Others, Understanding Power</p> <p>Read: Handout – <i>Whiteness: the power of privilege</i>; from the reader, pp 372-389 <i>On the uses of Liberal Education</i>; p. 255-259 <i>Diversity makes you smarter</i></p> <p>Due: Blackboard Quiz</p>
Week 11	3/20	<p align="center">The Impossible Will Take a Little While</p> <p>Read: See Reading Schedule for this book on BB</p> <p>Due: Blackboard Quiz</p>
Week 12	3/27	<p align="center">The Impossible Will Take a Little While</p> <p>Read: See Reading Schedule for this book on BB</p> <p>Due: Blackboard Quiz</p>
Week 13	4/3	<p align="center">Group Community Project Work Day</p> <p>Groups can use this day to finish work on group paper and presentation assignment</p> <p>Due: Blackboard Quiz</p>

Week 14	4/10	<p style="text-align: center;">The Power of One</p> <p>Read: from the reader, pp 183-201 <i>The World House</i>; Maya Angelou Poems available on BB; Paul Rusesabagina essay available on BB</p> <p>Due: Blackboard Quiz</p> <p>Due: Community/Research Project Paper & Group Participation Scores</p>
Week 15	4/17	<p style="text-align: center;">Living a Principled Life</p> <p>Read: Thoreau's <i>Life Without Principle</i> (part 1) full text link available on BB</p> <p style="text-align: center;">Community Projects</p> <p>Due: Project Presentations Day 1</p> <p>Due: Blackboard Quiz</p> <p>Due: Final Day to submit co-curricular responses (by 5 pm)</p>
Week 16	4/24	<p style="text-align: center;">Community Projects</p> <p style="text-align: center;">Final Exam Period 6:00 pm-8:00 pm</p> <p>Due: Project Presentations Day 2</p> <p>Due: Individual Final Reflective Paper.</p>

**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 08, 2007
Last day to Add, Register or Pay	January 12, 2007 at 5:00 PM
100% Tuition Refund Deadline	January 12, 2007 at 5:00 PM (Student Assistance Centers)
75% Tuition Refund Deadline	February 02, 2007 at 5:00 PM (Student Assistance Centers)
Mid-term Evaluations	February 19, 2007 - February 24, 2007
Drop Deadline - grade W	March 02, 2007 at 5:00 PM (Student Assistance Centers)
Spring Break	March 04, 2007 - March 11, 2007
Classes end	April 21, 2007
Examinations	April 23, 2007 - April 28, 2007
Semester Ends	April 28, 2007
Grades from Faculty	May 01, 2007 at 12:00 PM (Deans' Offices)
Grade Reports to Students	May 03, 2007