

**LIB100: Introduction to Liberal Education
Winter 2009**

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Telephone Number: 616-331-7137 Office 616-331-6890 Department	Office Hours: 5:00-5:45pm Mondays & Wednesdays in the LOH study area (south end, 1 st floor) and by appointment, call 331-6890 to schedule an available time to meet in my office or on Allendale's 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.

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.
- ☞ 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)

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

- ★ Assignments (formal or informal) are due by 9:00pm on date due unless EXTREME circumstances have caused your absence. You should contact me as soon as possible to discuss your situation

- ★ 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 through Blackboard.

Homework Assignments:

☞ Individual

- ★ Reading Quizzes (12 x 5 pts each = 60 pts): You will be asked to complete a quiz related to the readings in 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 or leave prior to it being given, you will not be able to make it up. Due: each Monday class meeting through April 13th as indicated on syllabus schedule.
- ★ “About Me” Journal Entry (15 pts): You will use Blackboard Blog 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: January 12th
- ★ Final reflective paper (100 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 April 20th

☞ 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 (120 pts): You will be evaluated on your contribution to class discussion and activities in addition to your active participation in BlackBoard Blog 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.

☞ Community

- ★ Project SERVE: Service Learning Experience at Second Harvest Gleaners Food Bank** (85 pts) - See assignment sheet for further details. More information will also be discussed in class!
Please bring your date selection sheet to class on February 9th (available in BB under assignments)

If you are not comfortable with a group service project, or unable to work this event into your schedule (there may be alternate dates), you may choose to opt out of this assignment and do an alternate individual research assignment worth 85 pts instead. If you want to learn more about this, see the assignment sheet on BlackBoard. You must see me to discuss and confirm this option by February 9th.

- ★ **Awareness Journal** (12 X 5 pt each = 60 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 by using BlackBoard Blog. I will post "thought" questions for you to respond to in order to get you started each week. 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. See assignment sheet for further details. **Due: by 9pm every Monday through April 13th as indicated on syllabus schedule**

☞ **Grading Scale (points)**

500-475 = A	414-400= B-	349-335= D+
474-450= A-	399-385= C+	334-315= D
449-435= B+	384-365= C	314-000 = F
434-415= B	364-350= C-	

☞ **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 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.

☞ **Assignment Schedule:**

Week#	Date	Assignments/Readings are <u>due</u> on date listed
Week 1	1/5	<p>Introductions, Syllabus Review, Expectations, and Class Activities</p> <p>Read:</p> <p><u>LIB100 Reader:</u></p> <ul style="list-style-type: none"> • p. xi-xix <p>In Class: Reading Assignment Lottery will be held today</p>

Week 2	1/12	<p style="text-align: center;">Why are you here? Why is college “important”?</p> <p>Read: <u>e-reserve:</u></p> <ul style="list-style-type: none"> • Gordon – <i>The value of a college education</i>; • Uchida - <i>What students must know to succeed in the 21st century</i>; • Pellegrino - <i>Having a degree and being educated</i> <p>Due: Reading Quiz 1 & “About Me” Journal Entry</p>
Week 3	1/19	<p style="text-align: center;">History & Function of Higher Education</p> <p>Read: <u>LIB100 Reader:</u></p> <ul style="list-style-type: none"> • 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</i> <p>Due: Reading Quiz 2 & Journal Entry 1</p>
Week 4	1/26	<p style="text-align: center;">What is Liberal Education & Why is it “important”?</p> <p>Read: <u>LIB100 Reader:</u></p> <ul style="list-style-type: none"> • p. 58-68 <i>The liberal arts</i>; • p. 97-105 <i>Only connect...the goals of liberal education</i>; and • p. 173-179 <i>Practicing Liberal Education</i>; <p>Due: Reading Quiz 3 & Journal Entry 2</p>
Week 5	2/2	<p style="text-align: center;">What is Liberal Education & Why is it “important”?</p> <p>Read: <u>e-reserve:</u></p> <ul style="list-style-type: none"> • Freidman – excerpt from <i>The World is Flat</i> <p><u>LIB100 Reader:</u></p> <ul style="list-style-type: none"> • p. 124-137 <i>The Banking Concept of Education</i> <p>Due: Reading Quiz 4 & Journal Entry 3</p>
Week 6	2/9	<p style="text-align: center;">Liberal Education and Thinking</p> <p>Read: <u>e-reserve:</u></p> <ul style="list-style-type: none"> • UnSpun chapters 2, 3, and 8 <p><u>LIB100 Reader:</u></p> <ul style="list-style-type: none"> • p. 273-278 <i>Now I Become Myself</i> <p>Due: Reading Quiz 5 & Journal Entry 4; Project SERVE date selection</p>
Week 7	2/16	<p style="text-align: center;">The Power of One</p> <p>Read: <u>e-reserve:</u></p> <ul style="list-style-type: none"> • MLK, Jr. - <i>Drum Major Instinct</i> <p>Due: Journal Entry 5</p>
Week 8	2/23	<p style="text-align: center;">Liberal Education and the Classics</p> <p>Read: <u>LIB100 Reader:</u></p> <ul style="list-style-type: none"> • p. 2-7 <i>from Nicomachean Ethics</i>; and • p. 8-11 <i>from The Encheiridion</i> <p>Due: Reading Quiz 6 & Journal Entry 6</p>
Week 9	3/2	SPRING BREAK – NO CLASS

Week 10	3/9	Liberal Education and the Classics
		Read: LIB100 Reader: <ul style="list-style-type: none"> • p. 21-28 <i>The allegory of the cave</i>; and • p. 29-51 <i>The Apology</i> Due: Reading Quiz 7 & Journal Entry 7
Week 11	3/16	Understanding Ourselves and Others
		Read: e-reserve: <ul style="list-style-type: none"> • Daniel-Tatum – <i>Defining Racism</i>; • Wildman & Davis – <i>Language & Silence</i>; and Due: Reading Quiz 8 & Journal Entry 8
Week 12	3/23	Understanding Ourselves and Others
		Read: e-reserve: <ul style="list-style-type: none"> • McIntosh – <i>White Privilege</i>; and • Pilgrim – <i>The garbage man</i> LIB100 Reader: <ul style="list-style-type: none"> • p. 255-259 <i>Diversity Makes you Smarter</i> Due: Reading Quiz 9 & Journal Entry 9
Week 13	3/30	GIVING Part I
		Read: <ul style="list-style-type: none"> • p. ix-87 Due: Reading Quiz 10 & Journal Entry 10
Week 14	4/6	GIVING Part II
		Read: <ul style="list-style-type: none"> • p. 88-151 Due: Reading Quiz 11 & Journal Entry 11; 3/27 Project SERVE
Week 15	4/13	GIVING Part III
		Read: <ul style="list-style-type: none"> • p. 152-211 Due: Reading Quiz 12 & Journal Entry 12; 4/3 Project SERVE
Week 16	4/20	Final Exam Period
		Due: Individual Final Reflective Paper; 4/10 Project SERVE

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

☞ Important GVSU Dates to Remember

100% Tuition Refund Deadline	January 9, 2009 at 5:00 PM
75% Tuition Refund Deadline	January 30, 2009 at 5:00 PM
Mid-term Evaluations	February 16-20, 2009
Drop Deadline - grade W	March 6, 2009 at 5:00 PM
Spring Break	March 1-8, 2009
Grade Available to Students	April 30, 2009