VIII. Appendix

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Appendix

Date: September 21, 2005

From: Matthew J. Tucker, Coordinator of University Seminar

Re: Report of Activities for 2004–2005

During the 2004–2005 academic year, I performed several duties as the (IN 140/183). Among these included the following:

- Created a University Seminar Handbook to serve as a guide for instructors. The intent of the guide was to enhance course uniformity, supply instructions on how to put together courses, and provide reference materials for instructors.

- Organized and led a half-day University Seminar instructor conference. Conference covered topics of academic content, service learning, and student life issues.

- Provided ongoing one-on-one orientation with University Seminar instructors. Advised new instructors and served as a resource for all instructors.

- Worked in conjunction with the Communication department to provide University Seminar students with the opportunity to enhance speechmaking skills through the campus Communication Lab. Presented speechmaking lecture to several sections of University Seminar.

- Analyzed course syllabi to assess course content. Worked findings into University Seminar instructor conference.

- Consulted with the Dean of Arts and Sciences concerning the state of University Seminar and addressed future plans for the course.

- Networked with administrators of Student Life and Career Center to effectively integrate Orientation Topics and Service Learning components into the University Seminar course.

- Collected qualitative data on various experiences of the University Seminar instructors concerning service learning projects, Orientation Topics, and academic content areas.
2005
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Introduction to University Seminar

Fundamentally, the University Seminar is an introduction into Millikin’s academic community, with a specific focus on introducing the intellectual and the social components of university life. This introduction is framed under our core questions: Who am I? How can I know? and What should I do? Students will begin to examine these core questions in this seminar.

The University Seminar experience is intended to be a unique learning opportunity for first-year students entering the university. As much as it is an academic course designed to engage students in an academic discipline, it is also an opportunity for students to build community. The University Seminar classroom is intended to be a place of community, shared learning, and intellectual growth.

The most successful University Seminars have the following characteristics:

1. They are taught by faculty who have a genuine interest in engaging with first-year students.

2. They are on a subject that is meaningful and accessible to first-year students.

3. They are designed to encourage critical thought and discussion.

4. They help students develop skills that will help them succeed at the University.

Millikin University Goals for University Seminars

1. Help students become serious learners by providing exciting and intellectually challenging programs for University Seminars.

2. Provide students with a stronger sense of community.

3. Improve retention by increasing student satisfaction with their University Seminar experience.

University Seminar Curricular Objectives

1. **Hone students’ critical and moral reasoning skills.**

In the area of critical thinking and moral reasoning, students should be able to articulate both the strengths and weaknesses of opposing views, and make a reasoned choice as to which view they support. This choice should be clearly
and explicitly grounded in the students’ individual moral sensibilities. Each student’s achievement of these goals involves:

- The recognition that the ability to think critically is a developmental process for which people are differently prepared.
- The recognition of the inherent fallacy of simple dichotomized reasoning patterns that are argumentative but lacking in substance, such as “either/or,” and “black/white.”
- The demonstration of an appreciation of alternative views on a given issue.
- The ability to critique arguments while respecting alternative views.

2 **Introduce students to Orientation Topics as they pertain to the first-year experience.**

The Orientation Topics are intended to help first-year students adapt to the special stresses and needs of college life.

- Orientation Topics include Citizenship, Academic Strategies, Diversity, Healthy Relationships, Wellness, and Drug and Alcohol Awareness.
- Refer to pages 13 & 14 for more information on the Orientation Topics.

3 **Engage students in service learning with reflection.**

In the area of service learning, students should be able to articulate an understanding of the importance of active participation in the communities in which they live. “Understanding” in this sense involves:

- The realization that while individuals cannot solve social problems or community needs in one brief activity, consistent community participation nonetheless can make a difference.
- The realization that through the sustained efforts of many members of a community, inequities and inequalities can be reduced over time.
- The realization that service to the community is a moral responsibility shared by all, even though all people are not equally prepared to serve at any given time.
- Develop and be able to articulate an enhanced sense of civic responsibility at the conclusion of their service learning experiences.
4 Help students develop communication skills.

In the area of oral communication, students should be able to:

- Give a presentation effectively, utilizing critical thinking skills, organization, and delivery techniques.

- Demonstrate interpersonal communication competence through classroom interaction.
University Seminar Programmatic Themes

Integration

Each component is complementary or even synergistic to all other components (e.g., service learning is related to oral proficiency, orientation topics become part of class discussion). The worse case is to have each component stand alone. Integration will be one of the most significant ingredients to a successful seminar experience.

Intentionality

Each course component is incorporated because of a specific articulated goal designed for it, as defined by the faculty. For example, the role of the student Orientation Leaders should be clarified. Moreover, articulating the fundamental purpose of the seminar to the students, particularly during First Week, will go a long way in creating a coherent seminar.

Introduction

Course content does not subordinate the primary goal of the seminar – to introduce students to the intellectual life of Millikin. The seminar is not about introducing students to a particular discipline. Rather the seminar is about giving shape and defining a big part of the student’s college experience by introducing what it really means to be a member of the Millikin community.

Flexibility

This is essential for faculty to create new and interesting courses. Therefore, the seminar structure is not to be overly prescriptive. Providing flexibility creates an interesting tension between faculty freedom and prescription for the sake of consistency. Both should be able to be provided as long as the primary goals of the seminar are met.
Today's Students

Students entering college today are different than those entering in the 1970s, 80s, or 90s. The diversity of the student body has continually changed as more female students and culturally diverse students have entered higher education. Furthermore, students’ academic preparation in K-12 programs has, in some cases, shifted dramatically as educational reforms have changed how our country educates youth. Along with the changes in students’ backgrounds, there is evidence that the impact popular culture has on students is constantly changing. Entering students have different worldviews than generations before them. The implications for educating such a diverse group is considerable.

National Research Related to First Year Students Suggests:

1. High involvement with faculty increases retention rates (Astin, 1993)

2. “The freshman’s most critical transition period occurs during the first two to six weeks. Of the students who drop during the terms of the freshmen year (not between terms), half drop out in the first six weeks (Myers, 1981)” (Levitz and Noel, 1989, p.)

3. Students are developing their identity, maturing emotionally, psychologically, and socially. Attending college plays a critical role in the process of developing cognitive, ethical, and moral skills. (Upcraft and Crissman, 1999).

4. “The focal point of the first year should be a small seminar. The seminar should deal with topics that stimulate and open intellectual horizons and allow opportunities for learning by inquiry in a collaborative environment. Working in small groups will give students not only direct intellectual contact with faculty and with one another but also give those new to their situations opportunities to find friends and to learn how to be students. Most of all, it should enable a professor to imbue new students with a sense of excitement of discovery and the opportunities for intellectual growth inherent in the university experience.” (The Boyer Commission on Educating Undergraduates in the Research University, 1998).
First-Year Students Need to Develop the Following Skills:

1. Transitioning into college-level academics
2. Studying in college
3. Time Management
4. Writing a paper in a required style
5. Asking for help from faculty or other campus resources
6. Asking the right question when they don’t understand the material
7. Making the right decisions
8. Balancing freedom with responsibility

Faculty Can Assume Students Want to:

1. Do well in their class
2. Get to know faculty as people
3. Get to know other students in their classes
4. Care about the world and their immediate environment
5. Learn and have fun at Millikin

Faculty should take time to design the course with a first-year audience in mind and critically assess whether or not the course is meeting the expectations of a University Seminar at Millikin. As much thought should be put into “how” the course will be taught as is put into the material that will be covered. The process is as important as the content
because what happens in the seminar makes the students feel a part of the University’s academic community.

Course Preparation Checklist

Designing a University Seminar takes a significant amount of thought, effort, and time. To assist faculty in this process the following checklist has been prepared to make the process easier and consistent across all University Seminars. The number of small decisions that are made during the process of course development can be daunting. Each component of the course – from the readings that are chosen to the sequence of topics discussed – it is important to the process of teaching a University Seminar.

__Preference Orientation Leaders (sent out mid-April)  
__Preference IN 150 Cohort (April)  
__Determine the course topic and general content area.  
  Consider how to make the topic accessible for first-year students.  
__Establish learning objectives for the course.  
  Try to be as specific as possible so that a student’s learning can be assessed.  
__Plan First Week activities.  
  Consider how the plans will represent the essence of the course.  
  Turn in plans to First Week Coordinator (by mid-June).  
__Determine a Service Learning site to integrate into the course.  
  Try to select a project that relates to course learning goals.  
  Inform University Seminar Coordinator of service learning plans (by mid-July)  
__Select appropriate readings for course  
  Consider whether the amount of reading work and level is appropriate for the number of credits is offered.  
__Organize the sequence of content areas that will be covered each week.  
  Assign readings and activities to prepare students for class discussion.  
  Determine assignments, quizzes, and tests.  
__Put all course plans into finalized syllabus.
Include discussion about service learning, orientation topics.
Turn in syllabus to Arts and Sciences secretary (first week of classes).

__Contact Orientation Leaders
Orientation Leader Assignments usually made over the summer.
Discuss expectations.
Meet with OLs and go over expectations at August gathering.

__Complete Faculty Evaluation Form for University Seminar

**First Week**

All first-year students will participate in the First Week Program. First Week is designed to make the transition to college a smooth one. The plans for First Week include a variety of activities for the first-year students. All activities during First Week are mandatory. Each student will receive a booklet during the summer that will explain some of the major activities, and will include a general schedule. The Opening Assembly during First Week will provide the students with the information they will need about where to be, what to bring, and what to expect.

During First Week, students will meet their Orientation Leaders. It can be expected that the Orientation Leaders will tell the students a bit about University Seminar.

On Thursday and Friday of First Week, all instructors of University Seminar will meet with their classes. The time slot of 10:00 a.m. to 4:00 p.m. will be designated for each University Seminar section to meet.

While it is at the discretion of the instructor as to the activities of those first two meeting dates, it is expected that these activities will include a solid preview of what the course is all about. Many instructors dive right into course content including coverage of the syllabus and expectations. There is also the opportunity, however, to blend the content matter with “community-building” activities. Some sections will arrange to go on field trips, picnics, etc.

Please contact the First Week Coordinator concerning the logistics of your plans.

Here is a breakdown of some other First Week Activities that will involve first-year students:

**Allerton Park**
A long-standing tradition at Millikin has been the first-year class trip to Allerton Park on Saturday. First-years will have an opportunity to meet fellow students and participate in a variety of activities, such as a hypnotist show, dance party, and the traditional candlelight ceremony. Instructors are encouraged to attend.

"**Into the Streets**"
On Monday, all first-year students and Orientation Leaders, will participate in a community service activity. Buses will take the students to various locations in the community. Instructors are encouraged to be involved.

**Opening Convocation**
As First Week draws to a close, Monday evening is a time for faculty and students (new and returning) to gather to celebrate the beginning of the academic year in the grand tradition of an academic convocation. A slide show will conclude the program, allowing students to look back at their First Week experience.
Sample First Week Master Schedule*

*Not a set schedule for any specific year

All first-year students are required to attend all activities during First Week.

**Wednesday, August 24**

8:00 a.m. – 8:30 a.m. Football Meeting – Albert Taylor Hall (AT)
9:00 a.m. Residence Halls Open - Moving In
11:00 a.m. – 1:00 p.m. Lunch on Campus Richards Treat University Center (RTUC)
5:00 p.m. – 7:00 p.m. Dinner on Campus
7:00 p.m. Opening Assembly – Kirkland Fine Arts Center (KFAC)

8:00 p.m. Floor/Hall Meetings & Activities (Various locations)
9:00 p.m. RHA’s Karaoke Social (Lower RTUC)

**Thursday, August 25**

All off-campus trips will be leaving from Kirkland Parking Lot
7:00 a.m. – 9:30 a.m. Athletic Practices (Athletes Only)
7:00 a.m. – 10:30 a.m. Continental and hot breakfast (RTUC)
8:00 a.m. – 5:00 p.m. Computer setup – After your technology training is completed during First Week – you may pick up a form with instructions from the Help Desk in Shilling 114

**10:00 a.m. – 4:00 p.m.**

Meet with your Seminar Class (Room TBA)
11:00 a.m. – 1:00 p.m. Lunch on Campus (RTUC)
4:00 p.m. – 6:30 p.m. Athletic Practices (Athletes Only)
5:00 p.m. – 7:00 p.m. Dinner on Campus (RTUC)
9:00 p.m. UCB’s Drive-In Movie (Mills Quad)

**Friday, August 26**

All off-campus trips will be leaving from Kirkland Parking Lot
7:00 a.m. – 9:30 a.m. Athletic Practices (Athletes Only)
7:00 a.m. – 10:30 a.m. Continental and hot breakfast (RTUC)
8:00 a.m. – 9:45 a.m. Football Meeting – Albert Taylor Hall (AT)
8:00 a.m. – 5:00 p.m. Computer setup – After your technology training is completed during First Week – you may pick up a form with instructions from the Help Desk in Shilling 114

**10:00 a.m. – 4:00 p.m.**

Meet with your Seminar Class (Room TBA)
11:00 a.m. – 1:00 p.m. Lunch on Campus (RTUC)
4:00 p.m. – 6:30 p.m. Athletic Practices (Athletes Only)
5:00 p.m. – 7:00 p.m. Dinner on Campus (RTUC)
8:00 p.m. UCB presents "Recycled Percussion" (KFAC)
9:30 p.m. Late Night Munchies & DJ (Lower RTUC)

**Saturday, August 27**

7:00 a.m. – 9:30 a.m. Athletic Practices (Athletes Only)
11:00 a.m. – 1:00 p.m. Brunch (RTUC)
1:00 p.m. – 4:30 p.m. TIPS (alcohol education program) Check with your orientation leader for location
4:45 p.m. Leave for Allerton Trip. All seminar classes meet in Kirkland Parkng Lot
5:00 p.m. – 10:00 p.m. Allerton Trip: Opening Session, Dinner, Hypnotist, Campfire and Dance, Candlelight ceremony
10:00 p.m. Load buses to return to campus

**Sunday, August 28***

10:00 a.m. Non-Denominational Worship Service (Pilling Chapel)  
11:30 a.m. - 1:00 p.m. Brunch (RTUC)  
12:00 - 2:00 p.m. Ballet placement class for freshmen and transfer students enrolled in a ballet class. All other Theatre and Dance audition information will be posted on the Call Board in Mueller Hall.  
1:30 p.m. - 3:30 p.m. Health Science Pre-Professional Workshop – Leighty-Tabor Science Center (LTSC), Room 001 (Students who are interested in health science careers, medicine PT/OT, dentistry, veterinarians, and physician assistant)  
1:30 p.m. - 3:30 p.m. Tabor Business School Faculty and Freshman Reception – Library Room 13 - for students majoring in business or those interested in business careers (accounting, finance, marketing, management information systems) should attend.  
5:00 p.m. Welcome Picnic on Shilling Lawn with ice cream social (beginning at 5:30 pm)  
7:30 p.m. Catholic Mass (Pilling Chapel)  
* On Sunday, the Mathematics Department will be giving the compass test for those students who scored below a 2, and who want to improve their scores before the semester begins. We will give the test throughout the morning from 8:30 a.m. until 11:30 a.m., so that students may come at their convenience. A student who is not planning to take a math course in the fall may postpone retaking the test until later in the semester. Students should come to the Mathematics Department first, Shilling 203, for directions to the lab.

**Monday, August 29**

7:00 a.m. - 9:30 a.m. Athletic Practices (Athletes Only)  
7:00 a.m. - 10:30 a.m. Breakfast (RTUC)  
8:00 a.m. - 5:00 p.m. Computer setup – After your technology training is completed during First Week - you may pick up a form with instructions from the Help Desk in Shilling 114  
9:30 a.m. - 10:15 a.m. Meet Your Faculty Advisor (Locations TBA)-Refreshments will be served  
10:15 a.m. - 10:45 a.m. Meet with seminar class  
10:45 a.m. - 1:15 p.m. "Into the Streets" (board buses at the Kirkland parking lot)  
1:30 p.m. Return to Campus from "Into the Streets"  
2:30 p.m. - 3:30 p.m. Honors Meeting – Albert Taylor Theatre (AT)(First-year Honors Scholars Only)  
4:00 p.m. - 6:30 p.m. Athletic Practices (Athletes Only)  
5:00 p.m. - 7:00 p.m. Dinner  
7:00 p.m. Opening Convocation (KFAC)

**Tuesday, August 30**

University Classes Begin

*Location Key*
- **PMC** = Perkinson Music Center  
- **KFAC** = Kirkland Fine Arts Center  
- **AT** = Albert Taylor Theatre (Shilling Hall)  
- **LTSC** = Leighty-Tabor Science Center  
- **SH** = Shilling Hall  
- **RTUC** = Richards Treat University Center  
- **LIB** = Staley Library
Orientation Topics
(From SLAD)

Orientation Leaders are trained in how to facilitate discussions and in how to lead presentations in the areas listed. Orientation Leaders also have access to resources they may use in these presentations/discussions.

There are several avenues University Seminar courses may use to cover Orientation Topics:

1. Orientation Leader led (with or without faculty member) class sessions on individual topics.
2. Student attendance at campus events focusing on Orientation Topic(s) and follow-up discussion.
3. Class sessions that focus on syllabus, but tie into the Orientation Topic.
4. Out of class Orientation Leader led sessions focusing on Orientation Topics.

It is important to remember that the University Seminar course serves to give students an outlet to share experiences. Orientation Topic discussions are a great way to build community within the course.

All sections of University Seminar should cover the five following Orientation Topics. There are suggested weeks for content coverage, but the order and time spent on each topic is at the discretion of the instructor. Alcohol & Drugs is technically an additional Orientation Topic and will be covered through the T.I.P.S. Program during First Week.

Citizenship (Weeks 1–2)
1. Ethics
2. Integrity/Character
3. Contribution

Academic Strategies (Weeks 1–4)
4. Attendance
5. Studying
6. Choosing a Major/Advising
7. Test Taking Skills
8. Stress Management
9. Time Management
10. Campus Resources
Orientation Topics, continued

**Diversity (Weeks 4–6)**
1. Hate Crimes
2. Cultural Awareness/Cultural Curiosity
3. Sexual Orientation
4. Ability
5. Being Inclusive
6. Advocacy
7. Campus Resources

**Healthy Relationships (Weeks 6–8)**
8. Intimacy
9. Sex
10. Sexual Assault
11. Harassment
12. Parents/Homecoming
13. Making Friends
14. Love
15. Loneliness

**Wellness (Weeks 8–10)**
16. Purpose
17. Spirituality
18. Healthy Eating/Nutrition
19. Mental Health
20. Physical Health
21. Happiness
22. Financial Wellness
23. Success
24. Campus Resources
The purpose of this contract is to formalize the relationship between the faculty member and Orientation Leader(s) in regards to their work in and surrounding the University Seminar course. One contract should be completed for each University Seminar section. A copy should be made for each party. The original will be kept on file at the Office of Student Programs.

Orientation Leader Names: __________________________
_________________________

Faculty Member Name: __________________________ Course/Section Number:____

It is expected that:
1. Orientation Leaders will attend each class period. The absence policy for this class is as follows:________________________________________________________
2. OLs will acquire books for the University Seminar course and will complete readings as assigned by the professor.
3. OLs will hold office hours in order to address individual student concerns. These office hours will be held at the following time(s) and location:________________________
4. OLs will deliver/facilitate Orientation Topics on the following dates or in the following manner:
   1)________________________  2)________________________
   3)________________________  4)________________________
   5)________________________
5. OLs will actively participate in the Service Learning component of the University Seminar course. The Service Learning assignment for this University Seminar section is as follows:________________________ and the OL has agreed to assist in the following ways:________________________________________
6. OLs will attend at least on University event or program per month with their class. List chosen event for each month indicated.
   • September:________________________
   • October:________________________
   • November:________________________
   • December:________________________
7. OLs will strive to maintain open communication with the faculty member. Please list contact information below:
8. Faculty Member Phone:____________________ Faculty Member E-mail:__________
9. Orientation Leaders Phone:____________________
10. Orientation Leader E-mail:____________________
11. OLs and faculty member have discussed the nature of their relationship as it pertains to University Seminar and a weekly meeting time has been established. This meeting will take place at:________________________
12. The following additional class expectations have been agreed upon:

Failure to meet any/all expectations as outlined above may result in the Orientation Leader earning a failing grade and/or poor evaluation from the faculty member.
Cohorting With IN 150

Every University Seminar section will be cohorted with a section of IN 150 – Critical Writing, Reading and Research. The group of students in each University Seminar class will stay together and take the same IN 150 class. Both classes are to be taken simultaneously during the first semester. It is expected that the cohort pairings will be in contact with one another to discuss plans for the semester. This knowledge of base course content will further promote the sense of a learning community.

Although the structure of the course does not necessarily need to be altered, in the past cohorts have come up with creative ways to blend the content of University Seminar with IN 150. For example, content covered in University Seminar can become the basis for a writing assignment in IN 150.

During the Spring semester preceding the University Seminar and IN 150 courses, instructors will be asked to preference cohorts. This should allow for time to contacts to be made concerning course plans and goals.

Selecting a University Seminar Topic

Many faculty are interested in teaching a University Seminar but are unsure of what to teach. The topic can be almost anything that the faculty member is excited about, as long as the level of the seminar is one that first-year students would find interesting. Most of the seminars are not other courses that are taught in small classes to first-year students, but are unique courses designed specifically for the University Seminar program.

After deciding on a topic, it is important for faculty to figure out a title for the seminar and a one or two paragraph description. This information will be presented to the incoming first-year student during Orientation and Registration sessions. Students often select a seminar based on this course description.

The following are some examples of seminars previously offered.
Religion, Society and Evil

This course will examine the problem of evil and society’s response. The topic will supplement the MPSL guidelines for academic development, and will use various mediums of instruction, including lecture, film and required readings. The content of the course will be directed towards the following: What is the problem of Evil? What is the religious response? What is the societal response? Special emphasis will be given to late-twentieth century American culture. Students will develop skills that will help them articulate their perspectives on the issue both in written and oral form.

Constructing the Self as “Other”: An Autoethnographic Investigation of Personal Stories

Everyone has stories. Some are quaint and rarely told, others dramatic (probably overly so) and frequently enacted. Yet, one may not think of the centrality of stories in the construction of self. This course will provide students opportunities to investigate the numerous stories that make up a life in progress, the importance of constructing the self as other in the understanding of issues of social justice, and the larger stories that make up the multiple facets of culture. This will be done through various readings and writing assignments, athletic and fine arts event attendance, the construction of an autoethnographic piece, and a service learning requirement.

From Russia with Love in Movies and Text – From Peter the Great to Vladimir Putin

The creation and collapse of the former Soviet Union is one of the defining events of the twentieth century. One of Russia’s responses to the long political struggle between the Soviet Union and the West was to close its borders to much of the world. As a result, many Westerners have only minimal understanding of its history and culture. This course is designed to bridge that gap. After beginning with the study of historical figures such as Peter the Great and Catherine the Great, the course will explore the Stalin era, the forces that lead to the collapse of the Soviet Union, and finally today’s current economic and political struggles. In the process, it makes considerable use of both movies and Russian fiction.

Influence or Diversion?

This course will explore ART in our culture. Students will attend performances and showings in the Decatur Area, exploring a variety of performance offerings from stand-up comedy to symphony orchestra concerts. The class will read and compare books on a common topic. We will watch movies aimed at both the masses and the "artistically aware" audience. Critical writing skills are a major component of the class. Our Service Learning project will involve a theatrical production.
Disposable Animals

How do institutions, in this case animal shelters, mirror who we are and what we value? Over the course of the semester, we will read and dialogue about the significance ways animals impact our lives, and we theirs. We will also examine how animal shelters reflect our beliefs and values about animals. To fulfill the service learning component of this course, you work at the Homeward Bound No-Kill Animal Shelter in Decatur. (If you are unable to work with animals, an alternative service learning activity can be arranged).

Mother Nature Under Attack: Will the World Survive?

What do we, as a society, know about nature? How do we feel about nature? How have these thoughts and feelings changed through history? What does the future hold for nature? We will try to answer these questions by examining the history, literature, popular culture and science of our relationship to the land and to nature. This course will allow students to explore their own individual relationships with nature as well as examine diverse cultural relationships with ecology and nature through discussions, readings, papers, group presentations, films and field trips.

The Power of Positive Reinforcement

Pets are an important part of many people’s lives. They can teach patience, responsibility, and compassion. This course will focus on how dogs think and learn. We will read books on training and behavior, listen to speakers, observe dogs, and work with dogs. In turn, this knowledge should help us understand our own learning process and answer some of the following questions: What motivates me? How do I know I have learned something? Can I use this knowledge to shape my own behavior? What role does patience play in the learning process? Is practice necessary for learning? Can I create a world for myself and others based on these principles? The service-learning component of this course will be at the Macon County Animal Shelter. The oral component will consist of participation in class discussions, a five minute talk, and a final presentation on your creative project. Individuals with allergies to dogs or canine phobias should not enroll!

Service Learning Defined

At Millikin University, curricular and co-curricular service learning extends the learning environment beyond the campus into the community. Participants actively engage in service addressing both their learning goals and genuine community needs.

The service learning process involves reflecting and thinking critically about how the experiences connect to knowledge from course work, to emerging skills, and diverse values. Learning is intentional and formalized through goals and assessment mechanisms.
The quality of the service learning experience is certainly more important than counting the hours spent giving of one’s time. However, students are expected to engage in at least 15-20 service hours during the semester.

**Communication Lab**  
Located in Shilling 436  
E-mail: comlab@mail.millikin.edu  
Phone: x3998

Millikin’s Communication Lab is a service that is geared mainly toward University Seminar students for purposes of aiding in speechmaking proficiency. The Lab is equipped with video recording and viewing materials.

**How can the Communication Lab help?** Tutors will work with you in all different stages of the speechmaking process. Whether you are just developing ideas, working on the finishing touches of a speech, or trying to polish you presentational skills, the goal of the Communication Lab is to cater to each student’s individual needs. Some of these aspect include:

- Discussing ways to deal with communication fears
Getting tips on how to appropriately and effectively utilize technology such as PowerPoint

- Videotaping and viewing presentations
- Receiving constructive critiques from tutors
- Borrowing helpful public speaking materials such as texts and videos through our check out system

How can I make an appointment? Although walk-ins are welcome, it is recommended that students contact the Communication Lab by phone or e-mail a few days in advance in order to set up an appointment. Those receiving tutoring will generally be given a 30-minute time block of help. When making an appointment, be as specific as possible concerning the area of help you think you need.

Do I need to bring anything with me for my appointment? Bring a description of your speech assignment with you. Also, bring any additional materials such as notes and any other information you have gathered in the speechmaking process. This will help the tutors to better understand your areas of need.

Please feel free to call or e-mail with any questions you may have.

The Speechmaking Process

The following steps are meant to serve as a practical guide through the process of creating an effective presentation. Although other issues may arise, this is an example of some core considerations that must be made. Depending upon the nature of the event some steps may be demand more time than others.

**Step One: Audience Analysis**

Gauge your listeners’ attitudes, beliefs, and values toward your topic ideas.

- How much do they know about your topic?
- How do they feel about the topic?

Determine if you need to adjust the content and/or goals of my speech based on the audience’s values.

Address the audience’s expectations of the speech occasion.

- Why is the audience there?
How much time will be given to you to speak?
Consider the potential ethnic and cultural diversity of your audience.

Step Two: Topic Selection and Goal-Setting

Brainstorm for possible speech ideas.
   What are some of your interests, talents, and experiences?
   Are there any current events or issues that may be of interest?

Identify the general purpose of your speech.
   Is your purpose to inform, persuade, to entertain?
   What do you want to accomplish by the end of your speech?

Narrow your speech topic.
   Limit your speech to 2-4 main points.
   Remember the amount of time allotted to your presentation.
Remember the specific aim of your speech in order to determine what material should be included in the speech.

Step Three: Supporting the Speech

Build your speech with the most accurate, relevant, and compelling supporting material.
   What will the speech need to inform and/or persuade the audience?
Seek out compelling examples to illustrate and describe your ideas.
   Consider telling a story, either real or hypothetical to drive your point home.
Think about whether firsthand testimony might be helpful to illustrate your ideas or support your argument.

Carefully perform reseach for supporting material.
   What are the best sources available to cite in the text of the speech?
Consider conducting both primary and secondary research.
Remember the purpose of your speech to guide your search for supporting material.
Develop an effective system to document your sources.
How credible are the sources you are using?
Step Four: Language

Use language effectively to style the speech.
   Use words familiar to the audience.
   Avoid unnecessary jargon.
   Use frequent transition statements, internal previews and summaries.
Personalize the occasion and foster a sense of inclusion by making specific references to yourself and the audience.

Use vivid imagery.
   Are your words concrete and colorful?
   Use figures of speech such as similes, metaphors, and analogies.

Use culturally sensitive and unbiased language.
Avoid language that relies on unfounded assumptions, negative descriptions, and stereotypes.
Root out any sexist pronouns from your speeches.

Step Five: Organizing the Speech

Create main points that express the key ideas and major claims of your speech.
   Use your speech purpose as a guidepost in creating main points.
   Focus each main point on a single idea.
   Are you dedicating roughly the same amount of time to each main point?

Once main points have been identified, consider how best to arrange them.
   To stress natural divisions in a topic, use a topical format.
   To describe a series of developments in time use a chronological format.
To explain the physical arrangement of a place, a scene, or an object use a spatial pattern.
To convey ideas through the medium of a story, consider using a narrative pattern.
To explain underlying causes and effects, use a causal pattern of arrangement.
   Outline your speech using a full content preparation outline.

Use the introduction of a speech to capture the audience’s attention.
Consider using attention-getting devices such as leading with a quotation, telling a story, posing questions, or referring to the occasion.
Declare what you speech is about and what you hope to accomplish.
   Preview the main points of your speech.
   Establish your credibility on the subject.
Consider pointing out the topic’s practical implications for your listeners. Keep the introduction brief.

Use your conclusion to wrap the speech up in a memorable way.
   Indicate by your manner of delivery that the speech is coming to an end.
   Once the speech’s end has been signaled, finish the speech in relatively short order.
   Reiterate the main points of the speech, but not in a rote fashion.
If the goal is informative in nature, challenge your listeners to use what they’ve learned in a way that benefits them.
   If the goal is persuasive, challenge the audience to act in line with your message.
Make the conclusion memorable by using vivid language and attention-getting devices.
   Keep the conclusion brief.

**Step Six: Delivery**

Strive for a quality of naturalness in your delivery
   Think of your speech as a particularly important conversation.
   Inspire your listeners by showing enthusiasm for your topic and for the occasion.
Project a sense of confidence by focus on the ideas you want to convey rather than on yourself.
Engage your audience by being direct through eye contact, using a friendly tone of voice, and positioning yourself so that you are physically close to the audience.

Use your voice effectively when speaking.
   Adjust your speaking volume.
   Avoid speaking in a monotone.
   Don’t be afraid to use strategic pauses, but avoid meaningless vocal fillers.

As you practice your speech, remember the importance of your nonverbal behavior.
Audiences are quick to detect discrepancies between what you say and how you say it.
Let your listeners know you recognize and respect them by establishing eye contact.
   Use gestures that feel natural to fill in gaps in meaning.
   Use gestures to clarify your message.
As space and time allow, try to get out from behind the podium and stand with the audience.
Move around at a comfortable, natural pace.
Dress appropriately for the occasion.

Practice your speech often.
Visualize the audience as you practice.
Practice using your notes unobtrusively.
Ask at least one other person to serve as a constructive critic.
Time each portion of your speech.
STANDARD SPEECH EVALUATION

Student Name__________________________Date__________________________
Topic_________________________________Grade_________________________

1= Unacceptable  5 =Excellent

Introduction
Audience interest stimulated
Theme revealed

Body
Main ideas clearly organized
Transitions used between main ideas
Speech content adds to audience knowledge

Language
Language suited to oral expression
Language was appropriate for occasion

Presentation/Delivery
Animated use of voice
Use of gestures and body movement
Eye contact
Speech was fluid and well rehearsed
Audio-visual aid choice and use

Conclusion
Summary and closure

Notes:
Seminar Instructor Feedback

What are the key challenges and/or frustrations in teaching the University Seminar class?

- Being expected to cover such vastly different, yet very important elements of the early university career (orientation, service learning, communication skills, AND an academically challenging topic), 2. having students in the class who are resistant to learning about the academic topic due to the fact that they did not choose to be in this particular section and have absolutely no interest.

- Trying to cover so many different things...and not worrying that they are not getting everything fully. To feel that a taste of something (like how to do speeches) is better than nothing.

The challenge and frustration is the fact that we have a roomful of freshmen. I spend the first 3-4 weeks reminding them to follow the syllabus, to take responsibility for due dates and guidelines. I spend 2 painful weeks letting them muck up, and then I see them (for the most part), take control and accept the responsibility.

- I am frustrated by the lack of consistency, between seminar classes, of service learning hours and the oral communication competency. These are two big components of the class and because of their importance, I think we should have some overall requirements for each class. At this time, some professors require 10-20 hours of service learning spread out over the semester while others have a one day event and some professors require multiple speeches while others have few or none. An example of requirements could be that each student is required to perform at least 15 hours of service learning/semester and each student should give at least 2 speeches.

- Organizing the service learning component so all students participate in it.
- Getting support from others for trying to integrate the service-learning, communication, orientation, moral reasoning, and academic inquiry aspects of the course in a unique way (using a hobby). Some question why we do service learning during class time and use 3 vans for 19 trips.

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- My biggest challenge is always the service learning piece. I don't feel comfortable with transportation, student's preparedness, nor my processing the activity. I do not do it very well.

- Freshmen are uncertain, hesitant, defensive, anxious creatures, deathly afraid of standing out and taking a stand. Also hard—keeping a balance between the five elements.

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- I have struggled this year with the service learning component of the course. I tried something new this year and allowed the students to create proposals for projects they would like to do. I tried this in response to some feedback about finding a site that the student felt passionate about not just a site to fill requirements. The challenge now is that there are three different service learning projects going on in class so not everyone is having the same experiences. It is a little difficult to incorporate the experiences along the way in class discussions as I have in the past.

- I have several student athletes and teach in the evening I think the fact that they are teammates creates a bond between those students that prohibits them from wanting or needing to form friendships with other students in the class who are not athletes. I also note there is a great deal of difference between the abilities of the students in their communication both verbal and written. Some need remedial help while others who are more advanced are often bothered by the lack of preparation their classmates display.

What are the best aspects of teaching the University Seminar class? What makes
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The students have a group that they know pretty well. I think the cohort is a good idea with the Critical I class.

The best aspect of Seminar for me is to be the first line of defense against student failure. I know they’re hearing lots of college life stories from their peers: this is my opportunity to help them make the transition to a successful college experience on several levels. I become the go-between for them: I'm not a peer, I'm not their mother, I'm the "safe" adult. I remind them in a non-judgmental manner that they now must take responsibility for their actions, in and out of the classroom. It works in my class because I have found a nice workable balance between the academic requirements and the exploratory experience.

This is my second semester teaching University Seminar. My first semester, my cohort professor and myself worked together and had several overlapping assignments and the "themes" (nature and the environment) of our classes were even the same. The students shared ideas between classes. I feel that first semester was very productive because of this cohorting and I feel that the students became closer to each other and were a cohesive group. This semester, my cohort professor and I are not working as closely together. I can tell a difference in the group dynamics and the sharing of ideas as compared to last year.

Best aspect is being able to use my hobby as the course topic and having a very cooperative service learning site. I think I do a better job of integrating everything because I was allowed to "think outside the box" during the development of the course.

They have orientation leaders who are great role models!

Getting to know students in a more personal way.

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I LOVE this class!! Some of the things I really like is the first week time we have with the students. I used that time to really form a tight group and establish the foundation for my semester. My course is very interactive and there has to be a level of trust with peers to really explore the topics. First Week provides a great time to set the stage for the semester. Another thing I like about my class is how my class and the orientation topics flow together nicely. There is a seamless transition from my lessons to the orientation leaders lessons.

The flexibility I have in designing the course is the best aspect of teaching the course.

The University Seminar class is meant to cover at least these areas: your selected area of academic content, orientation topics, oral communication competency, moral reasoning, and service learning. If you were asked to limit these areas to two or three, what would they be and why?

Since I use the content to base the other stuff in, I'm not so worried about "covering" the content. I think orientation topics are important, but don't feel like they really get covered well, but then can they get covered really? Again, I think giving students a start with issues is important. I think Service Learning is probably the most difficult component to do well.

Oral communication is important, though I in no way think my students are "competent" when they come out...just that they have had several experiences (solo speech, group symposium, co-leading class, etc) that have helped them to be aware of the challenges.
• It is too much to ask our freshman students to find 2 or 3 hours per week and give it to a service project. It results in the student being turned off of community activism! I believe a more successful use of the Service Learning Project would be to find projects which can be completed within one week, and there are so many of these projects available!

• I have followed the recommendation to allow my Orientation Leaders to lead discussion on the topics, and once again I find them a poor use of class time. These topics are items which can be better taught through example with follow-up discussion, rather than discussion alone.

• I think they are all important and unless you can provide for these areas in other classes (such as requiring all freshmen to take a speech class—which I think is a good idea) I wouldn't want to see any of them dropped. The orientation topics and service learning are particularly important to provide to incoming freshmen. The academic content allows the students to at least be in a class with others of similar interest and is often used to teach moral reasoning.

• I would eliminate service learning at this level. Not sure where I would put it in the curriculum but I don't think Freshmen are good candidates for the most part.

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• Communication—lots more on that because it is so important. I still cannot believe this is their once chance to gain skills in that area. (2) Service learning, because it changes the way they see themselves. (3) Orientation, I suppose, thought I have nothing to do with that

• Orientation Topics- There are many important things covered by the peers, things that students really need to be educated on. Although they are not academically focused they are all success focused. Oral Communication— I am amazed at the growth I see in oral skills when I teach my course. If there is one unifying theme in all professions, with all majors, or with successful students, it is good speaking skills.
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What types of things are your classes doing during First Week? If possible, provide any examples of academic or social activities.

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- We do different types of "games" that introduce the topic of the class Creative Play along with the three types of communities.

- In First week, I have a scavenger hunt around campus, so they know where all of the departments are located, including Health Services. I also take them downtown to wander the streets of Decatur, out to Walmart and the Mall and the Old Bookbarn. Last year we saw a movie at the Avon, this year we spent time at Macon Resources watching a rehearsal of the play and meeting the actors.

- My class participated in the "Trust Course" at Rock Springs last year. That was a very positive experience. This year we hiked at Rock Springs since I wanted to introduce the students to Rock Springs since that is their Service Learning site. We ate lunch together both days of First Week. We also talked about the Will Keim book, had a scavenger hunt to learn more about the campus, and talked about Nature (our academic topic).

- I combine the two sections for all of these activities, but they go to computer training and some other things as separate sections.

- Introductions—me, students, orientation leaders, service site supervisors
- Meeting twice socially, taking inventories and assessments, having some orientation leader presentations, and having an introduction to GUM Park.

- If I were to teach the class again, I would use one whole day to prepare them for their service learning at Project Read. My students are actually tutoring people in how to read, and using that time for training would be
wonderful. I would also use a sizable portion of time to address speech, so that when they start giving speeches they have some groundwork already done.

- We spent the first day doing icebreakers and going over the IN-140 goals and my specific class focus. We spent the second day at the Children’s Museum and Scovill Zoo, encouraging class bonding and community.

- Team builders and Icebreakers, going to ALL events together, this year we went to the zoo and children’s museum with another section, last year I had a training at GUM park for service learning site, eating all meals together, campus tours, and whatever else the students need. The last one is the most important some times I plan to have a topic or activity last 20 min....and we spend and hour because they really get into it....or they need to hear or learn something else that they have questions about. I think you have to flexible with them at the beginning.

Contacts

Service Learning Information – Pam Folger (420-6637)

First Week Coordinator – Tammy Morrison (424-6395)

General University Seminar Inquiries – Matt Tucker (424-6345)

Learning Enhancement Center – (362-6424)

Academic Development – (424-6340)

Counseling Services – (424-6277)

Communication Lab – (424-3998)
Faculty Evaluation Form For University Seminar

What was your experience like teaching your University Seminar this semester?

When you think about the students in your University Seminar, what experiences stand out in your mind?

If you had it to do over again, would you design your seminar the same way? If yes, what changes would you make?

How did you assess your students’ progress over the semester?

What part of University Seminar do you feel was successful and would share with others teaching a University Seminar for the first time?
Did you introduce and discuss with student the importance of academic integrity in specific regard to seminar assignments and exams?
1. Opening Remarks/Introductions

2. Instructor Interaction

3. First Week Discussion

4. Service Learning Component

5. Oral Communication Component

6. E-Portfolio Opportunities (Jason Helfer)

7. Open Discussion
University Seminar Feedback

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- We do different types of "games" that introduce the topic of the class Creative Play along with the three types of communities.

- In First week, I have a scavenger hunt around campus, so they know where all of the departments are located, including Health Services. I also take them downtown to wander the streets of Decatur, out to Walmart and the Mall and the Old Bookbarn. Last year we saw a movie at the Avon, this year we spent time at Macon Resources watching a rehearsal of the play and meeting the actors.

- My class participated in the "Trust Course" at Rock Springs last year. That was a very positive experience. This year we hiked at Rock Springs since I wanted to introduce the students to Rock Springs since that is their Service Learning site. We ate lunch together both days of First Week. We also talked about the Will Keim book, had a scavenger hunt to learn more about the campus, and talked about Nature (our academic topic).
I combine the two sections for all of these activities, but they go to computer training and some other things as separate sections.

Introductions--me, students, orientation leaders, service site supervisors
Meeting twice socially, taking inventories and assessments, having some orientation leader presentations, and having an introduction to GUM Park.

If I were to teach the class again, I would use one whole day to prepare them for their service learning at Project Read. My students are actually tutoring people in how to read, and using that time for training would be wonderful. I would also use a sizable portion of time to address speech, so that when they start giving speeches they have some groundwork already done.

We spent the first day doing icebreakers and going over the IN-140 goals and my specific class focus. We spent the second day at the Children's Museum and Scovill Zoo, encouraging class bonding and community.

Team builders and Icebreakers, going to ALL events together, this year we went to the zoo and children's museum with another section, last year I had a training at GUM park for service learning site, eating all meals together, campus tours, and whatever else the students need. The last one is the most important some times I plan to have a topic or activity last 20 min....and we spend an hour because they really get into it....or they need to hear or learn something else that they have questions about. I think you have to be flexible with them at the beginning.
UNIVERSITY SEMINAR – IN140 (Sections 6 & 7) – Fall 2005
From Russia with Love in Movies and Text. From Peter the Great to Vladimir Putin.

Instructor: Dr. James Watson, Associate Professor
Office: ADM–Scovill 207

Telephone: Office: (217) 424–6380
Office Hours: 8:00 – 10:30 Mon & Wed
Home: (217) 422–4387
3:30 – 4:30 Tu & Th
And By Appointment

Orientation Leaders:
Katie Avery & Lauren Kartje (Section 6, 8:00 –9:15, T,Th)
Lindsey Yanchus & Matt Hicks (Section 7, 9:30–10:45, T,Th)

COURSE DESCRIPTION & OBJECTIVES:

University Seminar is a course designed to introduce you to the life of a university student. It has multiple goals.

♦ In the context of a specific academic focus, University Seminar begins the task of answering three fundamental questions, Who am I? How can I know? What should I do? (The academic focus of this particular section is Russian History and Russian Culture.)

♦ The course is also designed to help you develop the habits and skills that will result in a strong academic record. This includes oral communication skills as well as ethical and moral reasoning.

♦ The course introduces you to the importance of developing strategies and plans for your academic growth. (You will begin work on a personal academic plan.)

♦ The course also explores several issues related to living well and thriving as a college student. These orientation issues include academic strategies, healthy relationships, diversity, wellness, and citizenship.

♦ Finally, the course introduces you to service learning, an experiential learning activity that benefits both yourself and others.

RUSSIA AND THREE FUNDAMENTAL QUESTIONS

Why should you study Russia and how can this study relate to you and the fundamental questions of the Millikin Program of Student Learning? The three fundamental questions -- Who am I? How can I know? What should I do? -- are intensely personal issues that an individual answers, and continually re-answers, over a lifetime. Virtually everything a person does while acquiring a university education relates to these questions. The study of another country's history and culture helps an individual put his own identity, history and culture in perspective. The study of human experience and expression through film and literature relates to how a person "can know" and creates emotional and intellectual interests that help shape what a person chooses to do.

Russia has a history and cultural heritage that is likely to be very different from your own. It is also a
rich and proud heritage. Consider, for example, its accomplishments in science as evidenced by 
people like Dmitri Mendeleyev, the creator of the periodic table of elements, or Ivan Pavlov, winner of the
1904 Nobel prize for his work on conditioned reflexes. Or consider its great composers that include 
Tchaikovsky, Musorgsky, Shostakovich, and Rimskii-Korsakov; or its long list of famous writers and 
poets that includes the likes of Chekhov, Dostoevsky, Pushkin, and Tolstoy. And perhaps no country is

RUSSIA AND THREE FUNDAMENTAL QUESTIONS (continued)

as famous as Russia for its love of ballet and its creation of pieces such as "Swan Lake," and the  
"Nutcracker."

But Russia's political history provides a sharp contrast to its proud scientific and cultural heritage. The horrors Russia has endured throughout much of its history, and particularly in the 20th century, are 
almost unimaginable.

For some reason, many Westerners have only a minimal understanding of Russia's history and 
culture. Perhaps this is partly due to the former Soviet Union's decision to close its borders to much of the  
world.

But Russia's rich culture and its tragic political history should make it an ideal subject to study. Moreover, the creation and the collapse of the former Soviet Union has been said to be one of the defining events of the twentieth century. It was also immensely important as a grand economic experiment. In short, Russia and its history is fertile ground for exploring many of the most 
important questions in life.

Recall that University Seminar has several goals. This course is not a thorough and in depth 
history of Russia. Instead, the history of Russia is the academic context in which we will try to work on 
several interrelated goals. In this process, you will begin to think about the questions -- Who am I? How can I know? What should I do? You will also make progress in understanding another culture through a combination of some of its literature, film, and history. If you leave the course 
having learned that the study of another culture can be a rewarding experience and one that can help you understand yourself, then the course will have achieved one of its primary goals. I also hope that the course makes progress in helping you develop and assess your academic interests and skills.

REQUIRED TEXTS:
1. Brian Moynahan. The Russian Century: A History of the Last Hundred Years. New York: 

**PROVIDED READINGS:**

In addition to the required texts, several summaries of historical events as well as various excerpts from published material will be provided to you. The excerpts are from the following:

CLASS PREPARATION, PARTICIPATION, & ORAL COMMUNICATION SKILLS:

I will be evaluating your class preparation, participation, and oral communication skills. A seminar is a small class involving group discussions. If these discussions are to be interesting and valuable, you must consistently come to class well prepared. Class discussion is not meant to be an intimidating process. It is an opportunity for you to raise questions and to express your views and feelings about class material. But it is natural to be uncomfortable about speaking up within a group. Learning to express yourself effectively and to be comfortable in such situations is an important part of your education.

As the class develops, I will systematically provide each of you with some feedback related to your oral communication skills.

GRADES AND ATTENDANCE:

Putting Grades Into Perspective. As part of your introduction to the academic life of the university, you should be thinking about the role of grades in your personal development. I want to help you reach the limits of your ability and to develop the habits and skills characteristic of college graduates and professionals. Grades are a tool used in the process. They are important because they help you and others assess your personal progress. But it is also possible to place too much emphasis on grades. The amount learned in a course will affect your future far more than the exact grade received. Your focus should be on maximizing the overall value you receive from the course.

GRADES AND RELATED POLICIES:

Grades will be determined by the accumulation of points (approximately) as shown below. Additional items and assignments are likely to be added as the course progresses.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Four exams @ 50 points each (This includes the final exam)</td>
<td>200 points</td>
</tr>
<tr>
<td>Service Learning</td>
<td>50 points</td>
</tr>
<tr>
<td>Various individual assignments*</td>
<td>50 points</td>
</tr>
<tr>
<td>Class Preparation and Participation**</td>
<td>80 points</td>
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<tr>
<td>TOTAL INDIVIDUAL POINTS POSSIBLE***</td>
<td>380 points</td>
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</tbody>
</table>

* The specific number of points for individual assignments is only approximate.

** Any penalty for lack of attendance will be reflected in this category. (See the policy on attendance provided below.)

*** Extra Credit points may also be earned by watching and describing certain Russian movies that will be shown during the semester. These points are very important!

You potentially could raise your grade by 75 points, i.e., 20%, if you earned all the extra credit points.
**Grading Scale.** I will generally use the scale shown below. But this scale may be adjusted and curved to reflect my subjective judgement of the level of difficulty posed by various activities and exams.

```
A   =   100 - 93%
A-  =   92 - 90%
B+  =   89 - 87%
B   =   83 - 86%
B-  =   80 - 82%
C+  =   77 - 79%
C   =   73 - 76%
C-  =   70 - 72%
D+  =   67 - 69%
D   =   63 - 66%
D-  =   60 - 62%
F   =   Below 60%
```

**GRADES AND RELATED POLICIES: (continued)**

**Attendance Policy.** Although it is expected that you will be in class for every meeting, I recognize that illness, and other high priority events sometimes make this unrealistic. I will formally excuse you for illness and certain other events. Ex**

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**Excuses for absences must be documented in some way.** You are allowed to miss one class, for any reason, without incurring a penalty. If you miss more than one class, then you will be penalized eight (8) points for each additional unexcused absence.

Also note that you are expected to arrive in class on time. I may choose to count you absent if you are not present at the beginning of class. If you have any reasons to expect class attendance to be a problem, be sure to talk to me about this early in the semester.

**Extra Credit:** Unlike high school, options to earn extra credit are relatively uncommon at the university level. Faculty expect you to perform at a high enough level on exams and formal assignments to pass the course with a respectable grade. But because of the unique goals of this first semester freshman course, I will allow you to earn a limited number of extra credit points. You may not wait until the course nears completion to earn these points. Instead, there will be extra credit opportunities as the course progresses. These will only consist of watching Russian oriented movies and videos and writing some comments on what you have watched.

Missed homework or exams are excused for illness or serious emergency but the burden of proof is stringent. Any missed exams or homework not made up will automatically receive a grade of zero (0) unless other arrangements are made. Since "makeup" exams are not taken under normal circumstances, they may be weighted less than the normal value with the weight placed on the Final Exam increased to compensate for the difference.

**SERVICE LEARNING REQUIREMENT:**

Many people attest to the fact that the most satisfying and rewarding experiences in their lives have been associated with helping others. Indeed, in answering the question "What Should I Do?"
people find themselves trying to decide what they can do that would be of the most value to others. Income and salaries are also directly related to the value that one provides to others. And in the process of serving others, people inevitably learn and develop their own knowledge and skills as well.

You are expected to complete approximately 15 hours of service learning during the semester to receive full credit for this requirement. Our service learning activity will primarily occur at Homework Hangout, which is an organization designed to help grade school and high school students to excel in school. Further details will be provided in class.

**SPECIAL NEEDS YOU MIGHT HAVE RELATED TO A DISABILITY:**

If you have a disability and require any auxiliary aids, services or accommodations, please contact me after class, see me in my office, or call me, so that we may talk about your particular needs.
TENTATIVE SCHEDULE AND ASSIGNMENTS:

The schedule shown below and on the following pages is designed to provide you with an outline of activities and assignments. **But the schedule is only tentative** and will undergo changes as we progress. **You are responsible for noting any schedule changes announced in class.**

### AUGUST

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<tr>
<th>DATE</th>
<th>DAY</th>
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<th>TOPICS – ASSIGNMENTS</th>
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<td><strong>Week 1 (First Week)</strong></td>
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| 25<sup>th</sup> | Th | 1 | **10:00–12:00,** Description of Class.  
Course Syllabus. Introduction to<br><br>Dr. Zhivago, ADM–Scovill 211.  
Class Handout, "Dr. Zhivago' – The Movie, Introduction and Historical Content."  
**1:00–4:30,** Trust Course, Rock Springs Environmental Center  
(Meet in Kirkland Parking Lot for Transportation.) |
| 26<sup>th</sup> | Fr | 2 | **10:00–12:00,**  
1:00–3:30, LI–008  
(Library Basement, Room 008), Film: Dr. Zhivago  
(Read: Library Basement, Room 008) |
| 29<sup>th</sup> | Mon | 3 | "Into the Streets." Meet in ADM–Scovill, 211<br>**10:15,** Board Bus in Kirkland Parking Lot at **11:45**  
Return by 2:00 P.M.  
Opening Convocation, Kirkland, **7:30 P.M.** |

### SEPTEMBER

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<td><strong>Week 2 (Cont.)</strong></td>
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<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Th</td>
<td>5</td>
<td>Reading: The Russian Century, Chapter 1, &quot;Land of the Romanovs.&quot;</td>
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</table>
Be prepared to answer questions and discuss the reading.

### Week 3

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<th>Date</th>
<th>Day</th>
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<th>Topics - Assignments</th>
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<tbody>
<tr>
<td>6th</td>
<td>Tue</td>
<td>6</td>
<td>Reading: <em>The Russian Century</em>, Chapter 2, &quot;Eastern Fronts&quot;</td>
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<tr>
<td>8th</td>
<td>Th</td>
<td>7</td>
<td>Reading: <em>The Russian Century</em>, Chapter 3, &quot;The Year of Revolutions&quot;</td>
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### SEPTEMBER

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<tbody>
<tr>
<td>13th</td>
<td>Tue</td>
<td>8</td>
<td>Orientation Topic 1: Citizenship (Ethics, Integrity, Character, Contribution)</td>
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### Week 5

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<tbody>
<tr>
<td>20th</td>
<td>Tue</td>
<td>10</td>
<td>Orientation Topic 2: Academic Strategies</td>
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<td>22nd</td>
<td>Th</td>
<td>11</td>
<td>Review for Exam</td>
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### Week 6

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<tbody>
<tr>
<td>27th</td>
<td>Tue</td>
<td>12</td>
<td><strong>FIRST EXAM</strong></td>
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<tr>
<td>29th</td>
<td>Th</td>
<td>13</td>
<td>Orientation Topic 3: Dealing With and Understanding the Value of Diversity.</td>
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### OCTOBER

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### Week 7

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<tr>
<th>Date</th>
<th>Day</th>
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<th>Topics - Assignments</th>
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</table>
Topic: The Beginning of the End of the USSR. The Rise of Gorbachev.

6th Th 15
Reading: Chapter 13, "RU$$IA,"
Topic: The First Years After the End of the USSR. Chronology of Events: From Gorbachev to Yeltsin, to Putin. (Class notes and handout.)

Week 8

11th Tue 16 Either 1) CNN Video, "The New Russian Revolution," or, 2) PBS Frontline Video, "Return of the Czar"
Topic: The Dramatic Events During the Gorbachev and Yeltsin Years That Led to the End of both Communism’s Dominance and the USSR as a Nation.


OCTOBER

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<td>Week 9</td>
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<tr>
<td>18th</td>
<td>Tue</td>
<td>18</td>
<td>Topic: Peter the Great. Reading:</td>
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<td>Class Handouts, 1) &quot;Three Hundred Years of Romanov Rule,&quot; and 2) &quot;Russia Looks to the West,&quot; from What Life Was Like In the Time of War and Peace. Alexandria Virginia: Time-Life Books, 1999.</td>
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<td>20th</td>
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<td>NO CLASS - FALL BREAK</td>
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Week 10

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<tr>
<td>25th</td>
<td>Tue</td>
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<td>Topic: Peter the Great Reading: Class Handout, Watson, &quot;Peter the Great, Notes Prepared for IN140.&quot;</td>
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<tr>
<td>27th</td>
<td>Th</td>
<td>20</td>
<td>SECOND EXAM</td>
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<td>Week 11</td>
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<tr>
<td>Topic: Catherine the Great</td>
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<td>Film: The Young Catherine</td>
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<tr>
<td>Topic: Catherine the Great</td>
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<tr>
<td>Film (continued): The Young Catherine</td>
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<tr>
<td>Readings: (On Reserve in the Library), Empress Elizabeth and Catherine the Great. What Life Was Like, 31-46. (On page 31, begin with the 11th line from the bottom of the page.)</td>
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<td>Week 12</td>
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<td>8th</td>
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<td>NO CLASS – ADVISING DAY</td>
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<td>Week 13</td>
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<td>15th</td>
<td>Tue</td>
<td>24</td>
<td>Reading: The Russian Century, Ch-4, pages 100-104 &quot;Man of Steel&quot;(Stalin), and Ch-5 &quot;Kulak Killer.&quot;</td>
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<td>Week 14</td>
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### DECEMBER

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<td>Week 15</td>
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<tr>
<td>29th</td>
<td>Tue</td>
<td>27</td>
<td>Reading: The Russian Century, Ch-6</td>
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<tr>
<td>&quot;The Second America&quot;</td>
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Dec. 15th (Th) thru 20th (Tue) FINAL EXAM PERIOD

IN 140: University Seminar

Analyzing Today’s Media:
Close Elections, Shark Attacks, and Kevin Federline

Fall 2005
MWF 10:00 – 10:50 a.m. (Sec. 09)/
MWF 11:00 – 11:50 a.m. (Sec. 10)
Textbook:


University Seminar Description:

University Seminar is an introduction to academic inquiry, an exploration of ways of knowing through critical and moral reasoning. Seminar topics vary across sections. Common components to all sections include and introduction to service learning, exploration of orientation issues, and demonstration of oral communication proficiency. Each course is paired (cohorted) with an IN150 course.

Course Content Description:

How powerful is the media? What does the media tell us about our culture? What are the important stories, and who are the important people? Can the news media influence attitudes and behavior? How has television molded today’s students? This course will investigate these and other questions to examine the impact of the mass media on today’s society. Rooted in mass communication theory, topics to be covered will include media effects, agenda-setting, television and popular culture, and more.

Orientation Topics/Leaders:

Orientation Leaders are trained in how to facilitate discussions and in how to lead presentations in the areas listed below. The selected topics have been selected as they all pertain to the first year experience:

Citizenship
Academic Strategies
Diversity
Healthy Relationships
Wellness
In addition to leading Orientation Topics, Orientation Leaders will assist in course content discussion, mentor students, and assist in other classroom-related activities.

_Service Learning:_

At Millikin University, curricular and co-curricular service learning extends the learning environment beyond the campus into the community. Participants actively engage in service addressing both their learning goals and genuine community needs. The service learning process involves reflecting and thinking critically about how the experiences connect to knowledge from course work, to emerging skills, and diverse values. Learning is intentional and formalized through goals and assessment mechanisms. All University Seminar sections are required to engage in a service learning project for the semester. This seminar will allow for the class to create and format a media guide that will offer helpful information to the community.

_Course Objectives:_

To increase the level of students’ media literacy through readings and discussion concerning mass communication issues.

To gain an appreciation of the cultural, consumer, critical and effects dimensions of mass media.

To apply learned materials in a semester-long service project, informing the community about the present state of media influence.

For students to learn from one another in a supportive climate discussing issues that pertain to the first year experience.

To refine communication skills through critical thought, in-class discussions, and presentations.

_Course Policies:_

_Student Responsibility:_

It is the responsibility of all students to attend class ready to learn and participate. This means completing readings as well as other assignments on time. Being prepared will not only enhance the quality of individual work, but it should also create a more positive learning climate.

As Millikin University students, everyone is expected to engage in critical thought, speech, and listening. Students should carefully process information and maintain high expectations of themselves, classmates, and the instructor.
Students are asked to practice ethical communication in the classroom. This means being respectful of others with your comments while allowing classmates to voice their opinions. Everyone should be constructive with any criticism offered.

*Attendance and Punctuality:*

If you are going to miss class or have missed a class, contact an Orientation Leader or your instructor as soon as possible. Once you return, it is your responsibility to catch up on all missed assignments and information covered in class as written above.

Attendance is mandatory for success in this course and will factor into your overall participation score.

Additionally, please arrive to class on time to avoid unnecessary distractions.

*Late Work:*

All assignments will receive a 20% grade reduction for each calendar day they are late.

No student can pass the class without completing all assignments.

*Academic Integrity:*

All material that is submitted must be a student’s own work. Appropriate citation is expected on papers and during presentations. If there are any questions concerning the issues of proper documentation, please see your instructor. Any work that shows evidence of academic dishonesty will result in a failing grade and the rules set forth by Millikin University will be followed.

*Blackboard:*

Every student is required to enroll in the course officially through Blackboard. We will make heavy use of the “Discussion Board” function. Additionally, copies of course documents, assignments, and the grade book will be kept here. I will keep you posted on important information that may be added to the site. If you have any questions about how to enroll in Blackboard, please consult a classmate or your instructor.

*Conferences:*

During the semester, students will be asked to have a conference with the instructor to analyze progress and to discuss other elements of the class. Please take note of the office hours I hold during the week. This is time as a student that you are paying to have my extra help. Please take advantage of my office hours. If you have questions about an assignment ask before completing the assignment so any uncertainty can be cleared up and make you perform better.
**Evaluation:**

The following is a breakdown and brief description of the evaluation areas in this course. Use this to keep track of your academic progress. Brief previews of what to expect for the assignment are italicized.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Exam #2</td>
<td></td>
<td>100</td>
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<tr>
<td>Final Reflection Essay</td>
<td></td>
<td>100</td>
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<tr>
<td>Media Analysis Presentation</td>
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<td>100</td>
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<tr>
<td>Journals</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Service Project</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

The grading scale is as follows:

- A     = 93 - 100%
- A-    = 90 - 92%
- B+    = 87 - 89%
- B     = 83 - 86%
- B-    = 80 - 82%
- C+    = 77 - 79%
- C     = 73 - 76%
- C-    = 70 - 72%
- D+    = 67 - 69%
- D     = 63 - 66%
- D-    = 60 - 62%
- F     = 0 - 59%
## Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading/Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>“Dimensions of Media”</td>
<td>Read: Introduction, p. 1+</td>
</tr>
<tr>
<td>9/2</td>
<td>“The Accomplishments of Mr. Kevin Federline”</td>
<td>Read: “Imaginary Social Relationships” – Caughey, p. 45+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal Assignment: “A Day in the Life”</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Labor Day: No class</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td></td>
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</tr>
<tr>
<td>9/7</td>
<td>“Disney Owns You and the Rest of the World”</td>
<td>Read: “Is Anything for Real” – Charbeneau, p. 72+</td>
</tr>
<tr>
<td>9/9</td>
<td>Orientation Topic #1</td>
<td>Read: “Visions of Black-White Friendship” – DeMott, p. 90+</td>
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<tr>
<td></td>
<td></td>
<td>Journal Assignment: “Keeping in Touch”</td>
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<tr>
<td><strong>Week 3</strong></td>
<td></td>
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</tr>
<tr>
<td>9/12</td>
<td>“Shark Attacks are So Hot Right Now”</td>
<td>Read: “Wrestling With Myself” – Felton, p. 115+</td>
</tr>
<tr>
<td>9/14</td>
<td></td>
<td>Read: “Confessions of a TV Talk Show Shrink” – Fischoff, p. 120+</td>
</tr>
<tr>
<td>9/16</td>
<td>Orientation Topic #2</td>
<td>Journal Assignment: “Escaping”</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
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</tr>
<tr>
<td>9/19</td>
<td>“Anakin Skywalker is a Bad Journalist”</td>
<td>Read: “Grieving for the Camera” – Gabler, p. 153+</td>
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<tr>
<td>9/21</td>
<td></td>
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<tr>
<td>9/23</td>
<td>Orientation Topic #3</td>
<td>Read: “Pop Goes the Culture” – Grimes, p. 175+</td>
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<tr>
<td></td>
<td></td>
<td>Journal Assignment: “Identifying With Music”</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
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</tr>
<tr>
<td>9/26</td>
<td>“Sumara Just Walked Out of the TV Set and Into My Living Room”</td>
<td>Read: “The Importance of Being Oprah” – Harrison, p. 187+</td>
</tr>
<tr>
<td>9/28</td>
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<tr>
<td>Date</td>
<td>Event/Reading Assignment</td>
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<tr>
<td>9/30</td>
<td><strong>Journal Assignment: “Connecting With Celebrities”</strong></td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>10/3</td>
<td>“<em>Old School Nintendo Vs. the New Stuff</em>”</td>
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<tr>
<td></td>
<td>Read: “The 19-Inch Neighborhood” – Meyrowitz, p. 308+</td>
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<tr>
<td>10/5</td>
<td>Orientation Topic #4</td>
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<tr>
<td></td>
<td>Read: “Urban Spaceman” – Williamson, p. 506+</td>
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<tr>
<td>10/7</td>
<td><strong>Journal Assignment: “Interpreting Technologies”</strong></td>
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<tr>
<td><strong>Week 7</strong></td>
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<tr>
<td>10/10</td>
<td>“Today’s Music: Why Don’t They Play Hanson Anymore?”</td>
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<tr>
<td></td>
<td>Read: “About a Salary or Reality? – Rap’s Recurrent Conflict ” – Light, p. 244+</td>
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<tr>
<td>10/12</td>
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<tr>
<td>10/14</td>
<td>Orientation Topic #5</td>
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<tr>
<td>10/12</td>
<td><strong>Exam #1</strong></td>
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<td>10/14</td>
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<tr>
<td><strong>Week 8</strong></td>
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<tr>
<td>10/17</td>
<td>“<em>TV: The Genius of Joey Gladstone (Cut..It..Out)</em>”</td>
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<tr>
<td></td>
<td>Read: “Understanding Television” – Marc, p. 257+</td>
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<tr>
<td>10/19</td>
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<tr>
<td>10/21</td>
<td><strong>Fall Break</strong></td>
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<tr>
<td><strong>Week 9</strong></td>
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<tr>
<td>10/24</td>
<td>“Gender, Television, and How Even Men Can Microwave Hot Dogs”</td>
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<tr>
<td></td>
<td>Read: “A Weight that Women Carry” – Tisdale, p. 463+</td>
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<tr>
<td>10/26</td>
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<tr>
<td>10/28</td>
<td>Orientation Topics</td>
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<tr>
<td></td>
<td><strong>Journal Assignment: “Seeing Gender”</strong></td>
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<tr>
<td><strong>Week 10</strong></td>
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<tr>
<td>10/31</td>
<td>“<em>Media and Politics: Lock Boxes and Strategies</em>”</td>
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<tr>
<td>11/2</td>
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<td>11/4</td>
<td>Orientation Topics</td>
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<td><strong>Journal Assignment: “Discovering Politics”</strong></td>
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<tr>
<td><strong>Week 11</strong></td>
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<tr>
<td>11/7</td>
<td>“Which Came First, the Book or the Movie?”</td>
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<tr>
<td></td>
<td>Read: “Reading the Romance” – Radway, p. 363+</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>11/9</td>
<td></td>
<td>Read: “Trend-Spotting: It’s All the Rage” – Rothstein, p. 378+</td>
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<td>11/11</td>
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<td>Orientation Topics</td>
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<tr>
<td><strong>Week 12</strong></td>
<td></td>
<td>“Buy Paraxodol Today” (may cause bloating frequent bathroom breaks acne weight gain headaches upset stomach and uncontrollable swearing)</td>
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<td>11/14</td>
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<td>11/16</td>
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<td>Read: “Sex, Lies, and Advertising” – Steinem, p. 436+</td>
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<tr>
<td>11/18</td>
<td></td>
<td>Orientation Topics</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td></td>
<td>“Today on a Very Special Episode of ‘The Sopranos’”</td>
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<tr>
<td>11/21</td>
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<tr>
<td>11/23</td>
<td></td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/25</td>
<td></td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td></td>
<td>Service Learning Projects</td>
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<tr>
<td>11/28</td>
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<td>11/30</td>
<td></td>
<td>Media Analysis Presentations</td>
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<tr>
<td>12/2</td>
<td></td>
<td>Orientation Topics</td>
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<tr>
<td><strong>Week 15</strong></td>
<td></td>
<td>Service Learning Projects</td>
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<tr>
<td>12/5</td>
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<tr>
<td>12/7</td>
<td></td>
<td>Media Analysis Presentations</td>
</tr>
<tr>
<td>12/9</td>
<td></td>
<td>Orientation Topics</td>
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<tr>
<td><strong>Week 16</strong></td>
<td></td>
<td>Service Learning Projects</td>
</tr>
<tr>
<td>12/12</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>Final Reflection Essay</td>
</tr>
</tbody>
</table>


The Power of Positive Reinforcement
FALL 2005 Syllabus for IN140-12 and IN140-13

Instructor:  Dr. Anne Rammelsberg
Office: LTSC 405
Phone: 424-3956 [w]; 424-8984 [h, before 10 p.m.]
Email: arammelsberg@mail.millikin.edu
Meeting times: Section 13 (1–1:50pm); Section 14 (2–2:50pm) MWF
Office Hours: 11:30am–12:30pm MWF or by appointment. Walk-ins welcome.

Required Texts:
    * Don’t Shoot the Dog! The new art of teaching and training by Karen Pryor (DSTD)
    * Excel-Erated Learning by Pamela J. Reid, Ph.D. (EL)
    * Culture Clash by Jean Donaldson (CC)
    * The Power of Positive Dog Training by Pat Miller (PPDT)

Also Required: Enrollment on BlackBoard
Clicker-$3@ when purchased from me
Closed-toe shoes and long pants when at the Macon Co. Animal Care and Control Center

Information: Pets are an important part of many people’s lives. They can teach patience, responsibility, and compassion. This course will focus on how dogs think and learn. We will read books on training and shaping behavior, listen to speakers, and observe dogs. In turn, this knowledge should help us understand our own learning process and answer some of the following questions: What motivates me? How do I know I have learned something? Can I use this knowledge to shape my own behavior? What role does patience play in the learning process? Is practice necessary for learning? Can I create a world for myself and others based on these principles?

Objectives The objectives of Millikin University are to prepare you for professional success, democratic citizenship in a global environment, and a life of meaning and value. The four key components of all University Seminar sections are Orientation, Academic Discovery, Service-Learning, and Communication. In this seminar I will help you strive for academic/professional success, begin to understand differences, and seek answers to the three core questions: Who am I? What should I do? How can I know? Student Leaders will help you learn about Millikin and issues pertaining to college life. Together we will discover the topic of learning theory. The service-learning component of this course will consist of working at the Macon County Animal Care and Control Center. The communication component will consist of participation in class discussions, a five-minute talk, and a final presentation. Your final, creative project will uniquely emphasize what you have learned in this course.

Rules of Conduct:
Non-negotiable guidelines:
1. Students may not adopt a shelter dog during the semester and must wear closed-toe shoes and long pants to the Macon County Animal Care and Control Center.
2. Quizzes must be taken on Blackboard or during class time. It is important not to miss class!
3. Service-Learning hours (~30 total) must be completed by November 23rd. Please note that we will complete more than half of your service hours during class time. If you schedule your outside of class hours with the shelter and fail to attend, your grade will be affected significantly and you will have to find an alternative service site for your remaining hours.
Negotiated guidelines:
The following rules are for my section and have been negotiated with class members, the student orientation leaders, and the instructor:
1. Positive reinforcements create a favorable environment. This section has decided that positive reinforcements may be randomly selected from

______________________________________________________________________________
______________________________________________ by either student orientation leaders or the instructor. The listed positive reinforcements are not the only ones that will occur during this class, but they are meaningful responses to class behavior such as

______________________________________________________________________________
______________________________________________________________________________

2. A jackpot is a very big positive reinforcement. The jackpot that my section will receive is ______________________________________________________. This will occur once during the semester when

______________________________________________________________________________
______________________________________________________________________________

3. _________________________________________________________________

Grading
A basic grading scheme of 90–100 A range, 80–89 B range, 70–79 C range, 60–69 D range, and 59 or below F will be adhered to in this course. Plus and minus grades will be used in final grades.

<table>
<thead>
<tr>
<th>Evaluation Material</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal</td>
<td>100</td>
</tr>
<tr>
<td>Quiz Average (% correct)</td>
<td>100</td>
</tr>
<tr>
<td>Service Learning Participation</td>
<td>100</td>
</tr>
<tr>
<td>Shelter Case Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Final Project, including presentation</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Estimated Total Points</td>
<td>650</td>
</tr>
</tbody>
</table>

- **Reflective Journal**: Periodically during the semester you will write an essay on about a topic related to this course, including progress toward your personal goals and your service learning experience. You may be asked to share portions of your writing orally. This exercise is to chronicle your growth, progress, and thoughts throughout the semester. You will submit essays electronically. They will be evaluated for content/insight and clarity/writing on a 0–2 scale with 0=unacceptable, 1=acceptable, and 2=excellent. Scores will be posted to your Blackboard grade book. Scores of all 2’s will earn 100 points in this category. Scores of all 1’s will earn 70 points in this category. Scores of all 0’s will earn 0 points in this category. Mixed scores will earn points according to the percentages of each category earned.
• **Quizzes** over the material to be read or reviewed will be given. Students are responsible for completing all online quizzes before class and ensuring a grade posts to their Blackboard grade book. Pop quizzes may be given and cannot be made up.

• **Service Learning Participation:** This is embedded into the semester and compliments our discussions and readings. Our service learning (S–L) site is the Macon County Animal Care and Control Center (MCAC3). We will go as a class to train dogs and you will keep brief training records. Only 10 hours of service learning are required beyond what we do in class and can be completed at the Macon County Animal Care and Control Center (open daily), at Petco on the 1st and 3rd Saturdays of each month from 11am–2:30pm or at Decatur and Macon County Animal Shelter Foundation Events which are announced at different times. You must wear closed-toe shoes and long pants to all S–L sites where you will be working with animals.

• **Shelter Case Presentation:** In the middle of the semester you will give a presentation on the shelter dog that you learned the most from. This will be a 3–4 minute talk that describes the dog and how this dog impacted your learning. If you need help with your speech, you can contact the Communication Lab (SH436; 424–3998) on Sunday–Thursday evenings.

• **Final Project:** This can best be described as a creative project that tells a story about what you learned. You may do this by 1). Creating a visual product (film, video, photography, web page, painting, sculpture, etc.) and writing a four page paper of how the creation is related to the course; 2). writing an eight to ten page, detailed training case study of a dog that you worked with at least five times; 3). Writing an eight to ten page narrative about your personal goal progress; or 4). Developing your own idea for depicting what you learned in this course. YOUR FINAL PROJECT TOPIC MUST BE ACCEPTED BY THE INSTRUCTOR BEFORE 10/31! Final Projects will be presented (9–10 min.) to the class during the last weeks of the semester.

• **Final Exam:** Both sections will participate in writing multiple choice questions for the final. Questions will be submitted via email. The final will contain equal numbers of questions from each section in addition to a few instructor-generated questions. It will be taken as scheduled during finals week, so don’t plan to leave for home until afterwards.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., August 25th</td>
<td>Syllabus &amp; Who am I photos</td>
<td>11:00 am in Lib 008</td>
</tr>
<tr>
<td></td>
<td>Getting Around Decatur &amp; MU Lunch</td>
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<tr>
<td></td>
<td>Regroup</td>
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<tr>
<td></td>
<td>Introduction to MCAC3</td>
<td>1:20 pm in Lib 008</td>
</tr>
<tr>
<td></td>
<td>Avoiding Zoonoses</td>
<td>1:30 pm Melissa Gunn, Director of MCAC3</td>
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<tr>
<td></td>
<td>Canine Communication</td>
<td>2:00 pm Robin Trelz, MCAC3 Care Manager</td>
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<td>Demo dogs: Amazing Dogs</td>
<td>2:30 pm Dr. Amy Gibbs, DVM</td>
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<td>3:00 pm</td>
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<tr>
<td>Fri., August 26th</td>
<td>Bus loading</td>
<td>10:30 am</td>
</tr>
<tr>
<td>See First Week Schedule for additional details and activities</td>
<td></td>
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</tr>
<tr>
<td>Date</td>
<td>Topic(s)</td>
<td>Readings, etc.</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wed., August 31st</td>
<td>Shaping Behavior &amp; Reinforcements</td>
<td>DSTD pp.1-67; Quiz; Journal</td>
</tr>
<tr>
<td>Fri., September 2nd</td>
<td>Classical &amp; Operant Conditioning</td>
<td>PPDT pp.xiii-15; EL pp. 1-33; Quiz; Journal</td>
</tr>
<tr>
<td>Mon. September 5th</td>
<td>NO CLASS</td>
<td>Happy Labor Day</td>
</tr>
<tr>
<td>Wed., September 7th</td>
<td>Click &amp; Treat Basics</td>
<td>DSTD pp. 165-183; PPDT pp. 16-38; EL pp. 34-57; Quiz</td>
</tr>
<tr>
<td>Fri., September 9th</td>
<td>Stimulus Control + all tricks: Librarian</td>
<td>DSTD pp. 68-97; EL pp. 77-102; PPDT pp.46-70; Quiz</td>
</tr>
<tr>
<td>Sat., September 10th</td>
<td>Furry Scurry in Fairview Park</td>
<td>7:30am-12pm Counts as “outside S-L hours”</td>
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<tr>
<td>Mon., September 12th</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
</tr>
<tr>
<td>Wed., September 14th</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
</tr>
<tr>
<td>Fri., September 16th</td>
<td>Untraining &amp; Training + Reinforcement Schedules</td>
<td>DSTD pp. 98-164; PPDT pp. 71-89 + 155-161; EL pp. 57-77; DSTD pp. 11-50; Quiz</td>
</tr>
<tr>
<td>Mon., September 19th</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
</tr>
<tr>
<td>Wed., September 21st</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
</tr>
<tr>
<td>Fri., September 23rd</td>
<td>Hard Wiring + Fear &amp; Aggression</td>
<td>CC pp. 9-96; Quiz; Journal</td>
</tr>
<tr>
<td>Mon., September 26th</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
</tr>
<tr>
<td>Wed., September 29th</td>
<td>Shelter Dog Presentations</td>
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</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>28th Fri., September 30th</td>
<td>Shelter Dog Presentations</td>
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<tr>
<td>Mon., October 3rd</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
</tr>
<tr>
<td>Wed., October 5th</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
</tr>
<tr>
<td>Fri., October 7th</td>
<td></td>
<td>Journal</td>
</tr>
<tr>
<td>Mon., October 10th</td>
<td>Extinction/Punishment + Behavior Modification</td>
<td>EL pp. 103–170; PPDT pp. 150–192; Quiz</td>
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<tr>
<td>Wed., October 12th</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<td>Fri., October 14th</td>
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<td>Mon., October 17th</td>
<td>MCAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<td>Wed., October 19th</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<td>Fri., October 21st</td>
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<td>HAPPY FALL BREAK</td>
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<tr>
<td>Mon., October 24th</td>
<td>Lemon Brains</td>
<td>CC pp. 129–172; Quiz</td>
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<tr>
<td>Wed., October 26th</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<tr>
<td>Fri., October 28th</td>
<td>What is Advising?</td>
<td>Journal</td>
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<tr>
<td>Mon., October 31st</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<td>Wed., November 2nd</td>
<td>McAC3: Shelter Dog Training</td>
<td>带来 Clicker &amp; Wear old clothes</td>
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<td>Fri., November 4th</td>
<td>What should I do now?</td>
<td>Journal</td>
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<tr>
<td>Mon., November 7th</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<td>Wed., November 9th</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<td>Fri., November 11th</td>
<td>How do I learn?</td>
<td>Journal</td>
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<td>Mon., November 14th</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<td>Wed., November 16th</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<tr>
<td>Fri., November 18th</td>
<td>What is the value of service learning?</td>
<td>Journal</td>
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<td>Mon., November 21st</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<tr>
<td>Wed., November 23rd</td>
<td>NO CLASS</td>
<td>HAPPY THANKSGIVING BREAK</td>
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<td>NO CLASS</td>
<td>HAPPY THANKSGIVING BREAK</td>
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<td>Mon., November 28th</td>
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<td>Bring Clicker &amp; Wear old clothes</td>
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<td>Wed., November 30th</td>
<td>McAC3: Shelter Dog Training</td>
<td>Bring Clicker &amp; Wear old clothes</td>
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<tr>
<td>Fri., December 2nd</td>
<td>Final Project Presentations</td>
<td>FINAL PROJECT DUE AFTER YOUR PRESENTATION</td>
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<td>Mon., December 5th</td>
<td>Final Project Presentations</td>
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<td>Wed., December 7th</td>
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<td>Fri., December 9th</td>
<td>Final Project Presentations</td>
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The MPSL

The Millikin Program of Student Learning is designed to help prepare students for responsible and rewarding lives in the 21st century. All components of the program revolve around three core questions:

- Who am I?
- How can I know?
- What should I do?

The University Studies Program component of the Millikin Program of Student Learning requires courses in each of a student's years at Millikin. During the freshman year, students enroll in University Seminar and Critical Writing, Reading, and Research I (CWRRI) fall semester and in CWRRII or Honors Seminar & Honors CWRRII spring semester. Sophomores take a U.S. Studies Course, juniors a Global Studies Course, and seniors a Capstone Seminar within their major. In addition, there are requirements in quantitative reasoning, fine arts, natural science, language and culture, as well as an off-campus learning experience. Thus, in each of a student's years at Millikin, he or she will have courses beyond the major which include students from across the University.

University Seminar

University Seminar is an introduction to academic inquiry, an exploration of ways of knowing through critical and moral reasoning. Seminar topics vary across sections. Common components to all sections include and introduction to service learning, exploration of orientation issues, and demonstration of oral communication proficiency. Each course is paired (cohorted) with an IN150 course.

Your Course: “Life Lessons: Living on Purpose”

Your University Seminar course is designed in layman's terms, to "make you go hmmm...". From a University standpoint it will assist you in answering the first core question, “Who am I”? Many of you may believe you already know who you are. This course will challenge your decisions, beliefs, and values. In the process you will feel invigorated, nervous, and many times uncomfortable.

This course is designed to be very interactive. You will be challenged to develop oral proficiency and ethical decision-making. You will get to know your classmates very well and will develop trust in your peers.

All of us have a purpose in life. Many of us do not realize this purpose until we are 50 years of age, yet others of us may have found our purposes earlier in life. This class will revolve around your purpose and your vision. There is no right answer to purpose, it is an individual quest. This class will help you realize your purpose and help you refine that purpose into a vision that inspires others.
In our quest for purpose we will read several texts, record journals, write reflections, prepare speeches, and engage in thought provoking discussions regarding life lessons.

**Your Responsibilities**

As a student in this course you will be responsible for being on purpose. Being a purposeful student means attending class, keeping up with readings, turning in assignments, and being an active participant in discussions. Sitting back is prohibited! Everyone will have a front row seat in this course. You will also be responsible for creating and maintaining an inclusive community in the classroom. This includes being respectful, supportive, and courteous to your peers, professor, and Orientation Leaders.

Your Orientation Leaders

Your Orientation Leaders, Meredith & Lindsey, are here to help you succeed. They are expected to attend each class session and keep up with our class readings. Meredith & Lindsey will also be scheduling a few out of class activities that you will be expected to attend. Meredith & Lindsey will also be in command of the first 10 minutes of each class session. During this time, they will be facilitating discussions or activities pertaining to the text “The Education of Character: Lessons for Beginners”. Please show your Orientation Leaders respect in and outside of the classroom, after all they are here for you!

Your Texts

We will be reading the following texts:

“Tuesdays with Morrie” by Mitch Albom
“The Five People you Meet in Heaven” by Mitch Albom

Service Learning

A component of all University Seminars in Service Learning. Service Learning is defined as a method under which students learn and develop through thoughtfully-organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience.

In this course you will collaboratively decide upon several small group contribution projects. These projects will be supervised by your Orientation Leaders and will, in some way, benefit the Decatur community. These projects must be “hands-on” and consist of at least 15 hours of work for each student involved.

Your Grade

Your performance in this course will be evaluated using the following system:

30% Participation (10% attendance, 10% involvement, 10% journal)
30% Contribution Project
40% Assignments

*Extra credit may be obtained through request at professor's discretion.
Your Assignments

A. **Journaling:** Each student will find a place on campus that will serve as their “reflection home”. This can be out on the quad, a cubicle in the library, or anywhere else on campus where you are free from distraction. Your “reflection home” may not be your place of residence.
   a. Students will journal once per week, reflecting on the week’s happenings or on class discussions. Journals must be handed in each month on the designated class period. Journals are evaluated based upon completion. All journal entries must be completed to receive credit.

B. **“I Believe” Speech:** In order to evaluate your oral proficiency, each student will develop a 3-5 minute oral presentation titled “I Believe”. This speech will articulate your core values and how you have come to be committed to these values.

C. **"Composing a Life" Interview Biography:** This activity asks you to identify an individual to interview who is at least 2 times your age and not related to you. You may choose to interview someone in your chosen field, but that is not a requirement. You will interview this person regarding the choices or decisions that s/he has made during his/her life. The main transitional points of the individual's life may be a starting point, with focus given to professional decisions, personal decisions, and how events and situations made a difference in the person's life. The questions asked are up to your discretion and will vary depending on the individual. Once the interview is complete, you will be responsible for developing a 5 minute oral presentation that 1) recounts his/her life, 2) discusses how you perceive his/her choices, and 3) reflects upon what you have learned or what you can take away from this interview that will influence your own choices or decisions.

D. **Personal Reflection Essay:** This will be an extended essay --- in three parts --- in which you reflect on each of the three core questions guiding our curriculum. Each section is due on a different date; ultimately, you will integrate these into a final paper.
   a. **Who am I?** Begin by introducing yourself. For example, include a description of your family, the community in which you grew up, and some experiences that have shaped who you are.
   b. **How can I know?** As you think about what it means to be an educated person, write several paragraphs describing how your experiences up until now have helped you to grow and mature in specific ways. What does it mean to see life through the professional lens of your major? I recommend conversations with experts in or near your chosen field of study.
   c. **What should I do?** Being educated is a lifelong journey. After reviewing your experiences, what specific goals will you set for yourself for next year, the next five years, the next ten years. Are there particular dimensions of an educated person that you would like to develop? In what areas do you need to expand your understanding and experiences? What lifetime goals are you setting for yourself? What is your vision? In this part of the essay you may want to use these core values as subtopics in your essay. Include very concrete plans for implementing your goals and a means for assessing if you met them.

These are some **core value questions** you might address:
- Intellectual curiosity and risk taking
- Service, social justice, and civic responsibility
- Self-respect
- Respect for differences and human dignity
- Commitment to professional excellence
• Personal Integrity
• Environmental responsibility

Here a list of questions that might help you think about what you will explain in your essay:
4. What new skills do I want to develop?
5. What will I be doing when I am using that skill effectively?
6. How does that differ from how I operate now?
7. What barriers to changed behavior will I need to overcome?
8. How long will it take me to become proficient?
9. What are the incremental steps I can take to develop this skill?
10. What opportunities can I find to practice this skill?
11. What support do I need from other people? Who?
12. How can I ask for that help?
13. How will I know if I am successful in acquiring that skill?
14. How can I get feedback from others?
15. When and where am I going to begin?

A PDP of ‘A’ quality will include specific references to the readings in this class, discussions, and other resources you have identified and utilized, employing standard formats for source acknowledgement.

E. Contribution Project: Successful completion of this project requires you to propose/complete a project that will contribute, in some way, to the Decatur community. The concept behind this project is to allow you to identify what matters to you and/or what you are interested in changing and to develop a strategy for action.
   a. Individual Proposal: Each student shall propose a plan for a contribution project toward the beginning of the semester. The proposal must outline the goals for the project, required tasks and responsibilities, expected project outcomes, and general timeline for events. After a brief discussion, small project groups will be formed. The contribution projects should be completed cooperatively in interdisciplinary teams, with each individual taking an active role in the project. Expected length of proposal: no more than 1000 words.
   b. Group Proposal: Each group will develop a contribution project proposal that fully outlines the project, its goals, expected tasks, stages of plan, and individual responsibilities, expected outcomes, and method(s) of evaluating the success of the project. Individual roles/duties should be assigned to individual group members. In addition to anecdotal information, such as comments or perceptions from the group, there should be some measurable evaluation, such as number of hours involved, surveys or questionnaires, completion of specific outcomes listed in the goals section, etc. Each project should encompass a minimum of 15 hours total involvement from each member in the group. Included in these hours may be time spent planning, revising, and reporting on the project, and individual time spent on assigned tasks or roles. Class time may not be counted, unless specifically granted by the professor. The professor must approve each proposal before the project may begin. Expected length of proposal: no more than 2000 words, in outline format.
   c. Progress Report: Two progress reports will be due during the semester. A detailed description of completed activities and outcomes should be provided to assess current progress towards the overall project. Any changes or modifications from the original proposal should be identified and explained in this report. Length of Progress Report: your discretion.
   d. Project Analysis: A written report is required that outlines the goals, courses of action, any changes made to the proposal, outcomes, and the group's overall perceptions to the project.
success and value of the project. In addition, each member of the group shall be identified, along with what he/she was assigned during the project. The report will include individual time logs and should provide an accurate representation of both individual and group analysis. Expected length of analysis: 8 pages (not including individual logs)

c. Presentation: The presentation should accurately reflect the project and group's contribution to the community. This is your only opportunity to be assessed on your presentation skills. Depending upon the projects selected, community members may be invited to observe the presentation. Your presentation must include the usage of a PowerPoint presentation. Expected length: your discretion, no longer than 15 minutes.

Writing
This course includes many written assignments. All written assignments (with the exception of journals) shall be typed in Times New Roman 12pt. font, double-spaced, and with 1-inch margins. Assignments typed in other formats will not be accepted. Standard APA internal citation will be used to cite any references used in assignments. For help with citation, please see http://www.apastyle.org/faqs.html#8.

Writing is a very important skill regardless of your chosen field of study. This class, along with the cohorted IN150 course, will assist you in developing proficiency in this area. I will request that you apply yourself when completing written assignments and will challenge you to improve your writing skills. Grammar and spelling accuracy are expected. At times, students may be referred to the writing center for further assistance.

Assistance
Millikin University provides accommodations for students with documented learning disabilities. Please notify the professor if you are in need of such accommodations.

If at any time you are in need of assistance regarding the content of this course or need clarification of course requirements, it is your responsibility to contact the professor and/or orientation leaders to arrange for assistance.

Failure to notify professor or orientation leaders of academic needs does not excuse a student from assignments or from credit lost due to incomplete assignments or lack of participation.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Readings or Topics of the Day</th>
<th>Other Assignments Due</th>
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<tbody>
<tr>
<td>TH</td>
<td>8/25</td>
<td>Ice Breakers</td>
<td>Be ready to participate</td>
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<td>Class Ground Rules</td>
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<td>Campus Tour</td>
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<td>Overview of First Week</td>
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<td>F</td>
<td>8/26</td>
<td>Sharing Life Lessons</td>
<td>Sharing: What has been your greatest life lesson?</td>
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<td>Children's Museum/Zoo</td>
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<td>T</td>
<td>8/30</td>
<td>Explanation of Course Requirements</td>
<td>Begin reading Tuesdays with Morrie (see 9/8)</td>
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<td>What is a vision?</td>
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<td>TH</td>
<td>9/1</td>
<td>Life Lessons: Life &amp; Culture</td>
<td>Individual Contribution Project Proposal Due</td>
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<td>World Box Activity</td>
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<td>9/6</td>
<td>Pain</td>
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<td>Tuesdays w/Morrie pg.1–40</td>
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<td>TH</td>
<td>9/8</td>
<td>Passion</td>
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<td>Tuesdays w/Morrie pg.41–61</td>
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<td>9/13</td>
<td>Purpose</td>
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<td>Tuesdays w/Morrie pg.62–79</td>
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<td>TH</td>
<td>9/15</td>
<td>Yourself</td>
<td>Group Contribution Project Proposals Due</td>
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<td>Tuesdays w/Morrie pg.80–108</td>
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<td>9/20</td>
<td>Education</td>
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<td>Tuesdays w/Morrie pg.109–122</td>
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<td>TH</td>
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<td>Finances &amp; Consumerism</td>
<td>Personal Reflection Essay Part I Due (Who am I?)</td>
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<td>Tuesdays w/Morrie pg.123–141</td>
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<td>9/27</td>
<td>Parents &amp; Freshman</td>
<td>Vision Draft 1 Due</td>
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<td>Vision Showcase #1</td>
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<td>Tuesdays w/Morrie pg.142–163</td>
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<td>TH</td>
<td>9/29</td>
<td>Experience</td>
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<td>Tuesdays w/Morrie pg.142–163</td>
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<td>10/4</td>
<td>Attendance &amp; Studying</td>
<td>“I Believe” Speeches</td>
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<td>“I Believe” Speeches</td>
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<td>“I Believe” Speeches</td>
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<td>Alcohol &amp; Drugs</td>
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<td>Tuesdays w/Morrie pg.164–180</td>
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<td>TH</td>
<td>10/13</td>
<td>Chalk the Walk Event/Homecoming</td>
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<td>10/18</td>
<td>Sex &amp; Dating</td>
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<td>Tuesdays w/Morrie pg.181–192</td>
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<td>10/20</td>
<td>Wellness</td>
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<td>10/25</td>
<td>No Class/Work Day</td>
<td>Personal Reflection Essay Part II Due (How do I know?)</td>
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<td>“I Believe” Speeches</td>
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<td>TH</td>
<td>10/27</td>
<td>Ethics</td>
<td>Composing a Life : Speeches</td>
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<td>The Five People you Meet in Heaven</td>
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<td>Composing a Life : Speeches</td>
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<td>The Five People you Meet in Heaven</td>
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<td>TH</td>
<td>11/3</td>
<td>Spirituality</td>
<td>Composing a Life : Speeches</td>
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<td>The Five People you Meet in Heaven</td>
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<td>pg.47–90</td>
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<td>T</td>
<td>11/8</td>
<td>Vision Showcase #2</td>
<td>Vision Draft #2 Due</td>
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<td>Contributorship</td>
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<td>No class/Work Day</td>
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<td>T</td>
<td>11/15</td>
<td>Success ~The Five People you Meet in Heaven pg. 91–131</td>
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<td>TH</td>
<td>11/17</td>
<td>Warriorship ~The Five People you Meet in Heaven pg. 132–171</td>
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<td>11/22</td>
<td>Love</td>
<td>Personal Reflection Essay Part III Due (What should I</td>
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</tbody>
</table>
IN 140–22: Modern-Day Heroes
MWF 1:00 – 1:50

Professor: Josh Hayes
Office: 205D Shilling Hall (Student Life & Academic Development Office)
Office Hours: MWF: 9:00 – 12:00, 2:00 – 5:00
TR: 9:00 – 12:00, 1:00 – 5:00
Other times by appointment
Office Phone: 217-424-3511
Home Phone: 217-621-1430
Email: jhayes@millikin.edu

CWRRI Cohort: Professor Mary Dwiggins, English
SH 402D
217-424-5076 (office)
mdwiggins@millikin.edu

Orientation Leaders: Kristen Powell and Lucas Smith
Kristen’s Email: kpowell@millikin.edu
Lucas’ Email: lgsmith@millikin.edu

Course Description

University Seminar (IN 140) is designed to introduce students to academic life at MU while showing them what it means to be good community members. All first-semester freshmen are required to complete IN 140 as part of the Millikin Plan for Student Learning.

Each IN 140 section is centered on a topic. The topic for this section is “Modern-Day Heroes.” Over the course of the semester, we’ll read, discuss, and write about individuals who many people would classify as modern-day heroes. The majority of these individuals will be living, with our central focus being two very different heroes (Lance Armstrong...
and Rosa Parks). We’ll use “hero theory” to compare and contrast these individuals and explore how the concept of heroes has evolved over time. As students, your challenge will be to uncover “the hero within.”

IN 140 also involves discussion of orientation topics that are relevant to all first-year students. These topics include discussion and activities in the areas of citizenship, academic strategies, diversity, relationships, and wellness. These orientation topics will be covered primarily through the class orientation leaders.

Finally, all IN 140 students will complete service learning as part of the course. Through service learning, students will reflect on how an out-of-class service project connects to your course work, your skills, your values, and your responsibilities. The service learning for this section will involve volunteering at The Good Samaritan Inn, a soup kitchen for the homeless in downtown Decatur.

**Course Objectives**

- Help students become “college learners” by exposing them to academic skills necessary for success (critical thinking, moral reasoning, oral and written communication etc).
- Establish a sense of community among first-year MU students
- Introduce students to topics that relate to first-year success
- Engage students in service learning and reflection

**Course Assignments & Grading**

<table>
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<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Hero Project &amp; Presentation (Final Exam)</td>
<td>300</td>
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<tr>
<td>Reading Quizzes (8)</td>
<td>200 (25 points each)</td>
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<tr>
<td>Article Reviews (4)</td>
<td>200 (50 points each)</td>
</tr>
<tr>
<td>Service Learning Participation</td>
<td>150 (10 points per hour of service)</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Instructor Conference (2)</td>
<td>50 (25 points each)</td>
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<tr>
<td>Participation (Including class discussion and assignments not listed syllabus)</td>
<td>300</td>
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</table>

**Total: 1300 Points**

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>1209 - 1300</td>
<td>A</td>
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<tr>
<td>1170 - 1208</td>
<td>A−</td>
</tr>
<tr>
<td>1144 - 1169</td>
<td>B+</td>
</tr>
</tbody>
</table>
## Attendance

Attendance is vital to success in ALL classes. While situations may arise that prevent you from attending every class, you should make every attempt to attend as many classes as possible. If a situation arises and you know you will not be able to attend class, you should contact your instructor as soon as possible. Arranging for make-up work is always your responsibility, not your instructor’s.

In this class, you may accumulate three **unexcused absences without your final grade being affected.** After three **unexcused absences,** your final grade will be reduced by one letter grade. After this initial deduction, your final grade will continue to drop **one letter grade after every three unexcused absences.**

## Orientation Leaders

Orientation leaders serve as guides during students’ first semester at MU and play a critical role in the University Seminar experience. In this course, Kristen and Lucas will have authority regarding how orientation topics are covered and how student participation is assessed within these areas (in other words, their input may affect your grade). While in the classroom or other learning environments, students will grant orientation leaders the same courtesy and respect given to a class professor.

## Fall 2005 Course Schedule

The following schedule is tentative and may be adapted as needed.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics/Assignments (Assignments in Bold)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week (8/24–8/29)</td>
<td>• Trust Course@ Rock Springs Environmental Center;</td>
</tr>
<tr>
<td></td>
<td>• Introduction to service learning project @ The Good Samaritan Inn; First-Year Mission Statements</td>
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<tr>
<td></td>
<td>• Introduction to University Seminar</td>
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<td></td>
<td>• CIRP Survey</td>
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<td>• Freshman Year Plan</td>
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<tr>
<td></td>
<td>• “Into the Streets” service project</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| Week 1 (8/30–9/2) | • *Armstrong*, Chapters 1 – 2  
• Orientation Topics (Friday) |
| Week 2 (9/5 – 9/9) | NO CLASS MONDAY, 9/5 – LABOR DAY | • *Armstrong*, Chapter 3  
• Reading Quiz #1  
• Introduction to Campbell’s Journey of the Hero  
• Service Learning/Instructor Conference (Friday) |
| Week 3 (9/12 – 9/16) | | • Myers–Brigg Type Indicator (Monday & Wednesday)  
• Article Review #1 Due (Wednesday)  
• Orientation Topics (Friday) |
| Week 4 (9/19 – 9/23) | | • *Armstrong*, Chapters 4  
• Reading Quiz #2  
• Service Learning/Instructor Conference (Friday) |
| Week 5 (9/26 – 9/30) | | • *Armstrong*, Chapter 5  
• Reading Quiz #3  
• Orientation Topics (Friday) |
| Week 6 (10/3 – 10/7) | | • *Armstrong*, Chapter 6  
• Reading Quiz #4  
• Service Learning/Instructor Conference (Friday) |
| Week 7 (10/10– 10/14) | | • *Armstrong*, Chapter 7  
• Article Review #2 Due (Wednesday)  
• Orientation Topics (Monday) |
| Week 8 (10/17 – 10/21) | NO CLASS FRIDAY, 10/20 – FALL BREAK | • MIDTERM EXAM (Monday)  
• Service Learning/Instructor Conference (Wednesday) |
| Week 9 (10/24–10/28) | | • *Armstrong*, Chapter 8  
• Reading Quiz #5  
• Service Learning/Instructor Conference (Friday) |
| Week 10 (10/31 – 11/4) | | • *Armstrong*, Chapters 9  
• Article Review #3 Due (Wednesday)  
• Orientation Topics (Friday) |
| Week 11 (11/7 – 11/11) | | • *Armstrong*, Chapters 10-11  
• *Parks*: About Rosa Parks, Fear, Defiance, Injustice & Pain  
• Reading Quiz #6  
• Service Learning/Instructor Conference (Friday) |
| Week 12 (11/14 – 11/18) | • *Parks*: Pain, Character, Role Models  
• Reading Quiz #7  
• Orientation Topics (Friday) |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Week 13 (11/21 – 11/25) | • *Parks*: Faith, Values & Quiet Strength  
• Article Review #4 Due (Monday)  
NO CLASS WEDNESDAY 11/21 AND FRIDAY 11/23 – THANKSGIVING RECESS |
| Week 14 (11/28 – 12/2) | • *Parks*: Determination, Youth & The Future  
• Reading Quiz #8  
• Orientation Topics (Friday) |
| Week 15 (12/5 – 12/9) | • HERO ARTIFACT DUE  
• HERO PRESENTATIONS |
| Week 16 /Final Exams (12/12 – 12/20) | • HERO PRESENTATIONS |

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**Millikin University**  
Department of Political Science  
IN 140-24 The Political Novel

*Syllabus*

**Fall 2005**

*Class Meetings:* MWF, 2-2:50 PM  
*Class Location:* Shilling Hall, 308  
*Instructor:* Prof. Brian C. Reed, Ph.D.  
*Office:* Shilling Hall, 305  
*Office Phone:* (217) 362-6412  
*E-mail:* bcreed@millikin.edu  
*Office Hours:* M-F 9-11:00 AM and By Appointment

*Orientation Leaders:*  
Kate Blackburn, office hours and location TBA  
Karissa Jargo, office hours and location TBA

**Course Overview**

The purpose of this course is to study several important political novels and their contribution to the fields of political and social science. This course is not designed to indoctrinate you with any values nor is it designed to teach you what to think about politics.
Rationale for the Course

Many authors choose to discuss the behavior of man through novels. We can learn much about the social nature of man by reviewing these works. Many of these political novels are grounded in history and the author uses the novel as a means of communicating those experiences. In many instances authors are not only relaying experiences they also ask us to review current circumstances in light of past situations. Oftentimes, the author sees the need for a change of the norms and values and seeks to advertise that need through the publication of their work. The novel is an excellent way to do this. Society seeks to suppress the ideas of artists that are not supportive of the society’s norms and values. Therefore, the political novel should provide us an opportunity to review past political practices and discover how those experiences impact us today.

Course Objectives

- Study the works of several well-known political novelists
- Discuss the nature and times of these works
- Discuss the modern implications of these novels’ messages
- Suggest alternative avenue for the study of politics
- Initiate and develop a life-long interest of reading
- Develop critical reading skills
- Develop critical thinking skills
- Develop written communication skills
- Develop oral communication skills
- Develop feelings of community interest and responsibility

Format

This is a seminar course. Student participation is expected. The instructor is a mentor with the mission of guiding the discussion. As with all political science courses, students are expected to keep abreast of current events on campus, in the Decatur area, in the State of Illinois, the United States of America, and the rest of the world. This is best accomplished by daily reading of newspapers and news magazines, and by daily listening and watching of news and public affairs programming. There is no extra-credit work available.

Attendance

Attendance is expected. Students must be present to participate.

Evaluation

Students will be expected to turn in a 2-page response to the book scheduled for discussion. This response will be due on Wednesdays at the start of class. Late papers will not be accepted. These responses will count for 50% of your final grade.

Students are expected to take part in the weekly discussions of the book under review. Students may be assigned as discussion leaders in advance of the class or during the class. The emphasis on this class is intelligent participation. Quantity of the discussion is
less important than the quality of the discussion. Classroom participation will count 30% of your final grade.

The service learning component of this course will count for 10% of your final grade. Students with 15 – 19 hours of service will receive a “B” for this component. Students with 20 or more hours will receive an “A” for this component of their final grade. Students who do not meet the 15 hour requirement will receive an “F” for this component of the course.

Students must meet all of the orientation meetings and activities. Your orientation leaders will track your attendance. This will include their Friday discussions of orientation topics. The orientation component of this course will count for 10% of your final grade.
Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94–100</td>
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<tr>
<td>A−</td>
<td>90–93</td>
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<tr>
<td>B+</td>
<td>87–89</td>
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<tr>
<td>B</td>
<td>83–86</td>
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<tr>
<td>B−</td>
<td>80–82</td>
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<tr>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>74–76</td>
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<tr>
<td>C−</td>
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<td>D−</td>
<td>60–63</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
</tr>
</tbody>
</table>

Adjustments

Due to a variety of reasons, this schedule may need adjustment throughout the semester. The instructor reserves the right to make changes as necessary to both the requirements and the schedule. Students will be informed of any changes at the earliest possible moment.

Service Learning Requirement

As a part of the University Seminar, each student will be expected to perform 15–20 hours of community service. Optimally, this service will be oriented towards the material covered in the academic portion of the seminar. This semester, Project READ will be our service learning project. Students will provide either administrative services for the project at either the Decatur Public Library, or will act as reading tutors for the project. Some students may be asked to perform their hours at another facility. Students will be expected to arrange their own transportation through their Orientation Leaders or on their own. Students will be expected to log their hours on the provided log form. That form will be turned in upon the completion of the service learning assignment. Students are reminded that these logs are course assignments and subject to the rules concerning academic integrity. Further information concerning student training will be provided when training dates are negotiated.

Required Texts

*It Can’t Happen Here* by Sinclair Lewis.  
*The Bell Jar* by Sylvia Plath.  
*Johnny Got his Gun* by Dalton Trumbo.  
*Darkness at Noon* by Arthur Koestler.  
*1984* by George Orwell.  
*The Moon is Down* by John Steinbeck.  
*Fahrenheit 451* by Ray Bradbury.  
*Animal Farm* by George Orwell.  
*Things Fall Apart*, by Chinua Achebe.  
*The Jungle* by Upton Sinclair.

All of the required texts are available at the Millikin University Bookstore.
Discussion Schedule

Week One: Orientation to Political Novels and Student Survey, 31 August
          Novel Analysis and Critical Thinking, 2 September

Week Two:  Animal Farm, 7 September

Week Three: Animal Farm, 12–14 September

Week Four:  It Can’t Happen Here, 19–21 September

Week Five:  1984, 26–28 September

Week Six:  Dystopian Roundup, 3–5 October

Week Seven: Fahrenheit 451, 10–12 October

Week Eight: Darkness at Noon, 17–19 October

Week Nine:  The Moon is Down, 24–26 October

Week Ten:  Johnny Got his Gun, 31 October – 2 November

Week Eleven: Things Fall Apart, 7–9 November

Week Twelve: The Bell Jar, 14–16 November

Week Thirteen: Women’s Roles, 21 November

Week Fourteen: The Jungle, 28–30 November

Week Fifteen: Political Novels Roundup, 5–7 December

Week Sixteen: Political Novels: Summing Up, 12 December

IN 140 University Seminar:
Racism, Sexism and the Media
Tuesday’s 6:00–8:50 p.m.

Fall 2005
Millikin University
This course will examine how racial and ethnic inclusiveness has grown to be more important in the United States as our society has become increasingly diverse. The award winning book, *Racism, Sexism, and the Media* will be used to examine how people of color and women fit into the fabric of America, framed by our modern media. The course will utilize film, television, music, print media, radio, advertising and other forms of communication to compliment the text.
Orientation Leaders: Samantha Madlem and Kirsten Williams

Topics:

- Adjustment to college life
- Academic strategies
- Careers and majors
- New relationship with parents
- Getting involved at Millikin

**Service Learning**—Outreach to the Decatur community and the university.

Your project will be to identify two topics/issues (can be off campus) that are related to the course, and submit them as articles to “The Drum” (the Multicultural Affairs Newspaper). Each article will be worth 50 points. Topics must be approved in advance by the instructor.

**Oral Communication and Team Proficiency**—Opportunity to demonstrate basic group and communication skills.

- Student presentations
- Group projects
- Discussion
Student Responsibility

It is the responsibility of all students to attend class ready to learn and participate. This means completing readings as well as other assignments on time. Being prepared will not only enhance the quality of individual work, but it should also create a more positive learning climate.

As Millikin University students, everyone is expected to engage in critical thought, speech, and listening. Students should carefully process information and maintain high expectations of themselves, classmates, and the instructor.

Students are asked to practice ethical communication in the classroom. This means being respectful of others with your comments while allowing classmates to voice their opinions. Everyone should be constructive with any criticism offered.

Attendance and Punctuality

Attendance is mandatory for success in this course, and will be part of the overall participation score for the class. Additionally, please arrive to class on time to avoid unnecessary distractions.

Late Work

No late assignments will be accepted! A grade of zero will be given.

No student can pass the class without completing all assignments.

Academic Integrity

All material that is submitted must be a student’s own work. Appropriate citation is expected on papers and during speeches. If there are any questions concerning the issues of proper documentation, please see your instructor. Any work that shows evidence of academic dishonesty will result in a failing grade and the rules set forth by Millikin University will be followed.
Course grades will be based on examinations, individual and group presentations, journals and class participation.

- Journals (4 @ 25pts each) 100 pts
- Individual communication speech on what you Expect out of college (minimum of 15 minutes) 50 pts
- Paper on an article in “Off to College” that relates to your current experiences (minimum of 2 pages) 100 pts
- Movie paper (minimum of 2 pages) 100 pts
  
  **Options**
  - White Man’s Burden 1995
  - Bringing Down the House 2003
  - White Chicks 2004
  - Trading Places 1983
  - Crash 2005
  - Distinguished Gentleman 1992

- Attendance at two diversity related programs (on or off campus). Minimum of ½ page length worth 25 pts each. 50 pts
- Group presentation project (includes class presentation And 2 page paper) 100 pts
- Service Learning Project 100 pts
- Mid-term Exam 100 pts
- Final Exam 100 pts

Total: 800 pts

The grading scale is as follows:

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<th>Range</th>
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<tbody>
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<tr>
<td>A-</td>
<td>90 - 92%</td>
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<tr>
<td>B+</td>
<td>87 - 89%</td>
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<tr>
<td>B</td>
<td>83 - 86%</td>
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<td>B-</td>
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<td>63 - 66%</td>
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<td>D-</td>
<td>60 - 62%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59%</td>
</tr>
</tbody>
</table>
C− = 70 − 72%
The below schedule is subject to change. Please be aware of topics, readings, and assignments due for each given week. Your instructor will alert you as to the specific date a task is to be completed.

**August 25th & 26th**

**Topics:** Overview of the course
Review First Week Schedule (handout)
“Finding Your Place” booklet (handout)
Orientation topics

**August 30th**

**Topic:** * Individual speech presentations

**Film:** “The Birth of a Nation

**Read:** “Off to College” magazine

**September 6th**

**Topic:** The Jim Crow museum of Ferris State University (handout)
(will review website)

* Due: “Off to College” magazine paper

**September 13th**

**Topics:** “The Drum” student newsletter (handouts)
Review of Racism, Sexism and the Media handouts
“Diversity in the Land of Minority Rule”
Review Service Learning Project

**Read:** Chapter 1, pages 3–34

**September 20th**

**Topics:** “Do the Media Matter?”
Review the group presentations assignment (select teams)

**Film:** “White Man’s Burden”
(Discussion after movie)

**Read:** Chapter 2, pages 35–62
September 27th

Topics: “Roots of Racial Stereotyping in Entertainment”
Games: “Who Wants to be a Minority Millionaire?”
        “Name the Stereotypes Game”

Read: Chapter 3, pages 65–86

October 4th

Topic: Film: “Bringing Down the House”
      (Discussion after movie)

October 11th

Topics: “Stereotypes Extended into Television”
        “The Press”
        Review of Mid-Term Exam

Read: Chapter 4, pages 87–112
      Chapter 5, pages 113–136

October 18th

Mid-Term Exam

October 25th

Topic: Film: “White Chicks”
      (Discussion after movie)

November 1st

Topic: “Advertising in the Media”

Read: Chapter 6, pages 137–168

November 8th

Topics: “Public Relations”
       Film: “Trading Places”
       (Discussion after movie)

Read: Chapter 7, pages 169–188
November 15th

Topics: “Women of Color”
Game: “Women of Color” Quiz
Film: “Crash”
  (Discussion after movie)

Read: chapter 8, pages 189–222

November 22nd

No Class – Fall Break

November 29th

Topics: “Access and Discrimination”
  “Advocacy and Media Pressure”
Film: “Distinguished Gentleman”
  (Discussion after movie)

Read: Chapter 9, pages 225–244
  Chapter 10, pages 245–262

December 6th

Topics: “Colorful Firsts”
  “21st-century Challenge”

Read: Chapter 11, pages 263–290
  Chapter 12, pages 291–304

December 13th

Topic: *Group presentation projects
  Review of Final Exams

December 20th

* Final Exam
  (last day of class)
GROUP PRESENTATION

PROJECT TOPICS

(Groups will consist of 3–4 students)

* The Jim Crow museum at Ferris State University, MI

* Modern stereotypes in the media

* Mascots that are racially or culturally biased

* Affirmative action in the media

* Racist and sexist ads/TV commercials

* Hate crimes in the media

* The “new” Klu Klux Klan

* Surveying students of color on what it takes to retain them at Millikin

* Decatur’s NAACP Chapter

* Develop a “Black History Month” program

* Develop a “Woman’s History Month” program

*note: Topics not on this list must be approved in advance by instructor*
IN 140 University Seminar
Racism, Sexism and the Media

REFLECTIVE JOURNAL TOPICS

Note: must submit four, 1 page journals worth 25 pts each.

* Reactions to the “First Week” experience

* Reactions to a movie shown in class

* Reaction to a particular topic/issue in the class

* Reaction to a particular current event related to the class

IN140–29
University Seminar
“The American Experience”

Professor: Michael Koluch, M.A.
Orientation Leaders: DJ Robinson
Director, Student Programs
Lauren Thomas
Office: Office of Student Programs
Class Meeting Times: MWF 12:00pm–12:50
Lower Richards Treat University Center
Class Location: SH308
Office Phone: 217–424–6335
Email: mkoluch@millikin.edu

The MPSL
The Millikin Program of Student Learning is designed to help prepare students for responsible and rewarding lives in the 21st century. All components of the program revolve around three core questions:
Who am I?
How can I know?
What should I do?

The University Studies Program component of the Millikin Program of Student Learning requires courses in each of a student’s years at Millikin. During the freshman year, students enroll in University Seminar and Critical Writing, Reading, and Research I (CWRRI) fall semester and in CWRRI or Honors Seminar & Honors CWRRII spring semester. Sophomores take a U.S. Studies Course, juniors a Global Studies Course, and seniors a Capstone Seminar within their major. In addition, there are requirements in quantitative reasoning, fine arts, natural science, language and culture, as well as an off-campus learning experience. Thus, in each of a student’s years at Millikin, he or she will have courses beyond his/her major which include students from across the University.

University Seminar
University Seminar is an introduction to academic inquiry, an exploration of ways of knowing through critical and moral reasoning. Seminar topics vary across sections. Common components to all sections include and
introduction to service learning, exploration of orientation issues, and demonstration of oral communication proficiency. Each course is paired (cohorted) with an IN150 course.

The course: “The American Experience”
Through a series of books, articles, films, and class discussion this course will examine the varying experiences by Americans throughout the country. In examining the “American Experience” you will cover multiple topics areas such as sociological ideas/theories, American history, race relations, government policy and many others. The class will look at questions such as: What was/is the “American Experience” for Native Americans, the poor, persons of color? In addition, you will draw similarities and differences between your experience and those of others in the United States. The format of the class will include class debates, interactive activities, role plays, speeches, and many other methods to examine the “American Experience.”

Your Responsibilities
Your enjoyment of this course and what you take from its content is dependent on your involvement. Remember that participation is part of your grade. Sitting back is prohibited! Everyone will have a front row seat in this course. You will also be responsible for creating and maintaining an inclusive community in the classroom. This includes being respectful, supportive, and courteous to your peers, professor, and Orientation Leaders.

Your Orientation Leaders
Your Orientation Leaders, DJ and Lauren, are here to help you succeed. They are expected to attend each class session and keep up with our class readings. DJ and Lauren will also be scheduling a few out of class activities that you will be expected to attend. DJ and Lauren will also be in command of a few class sessions that will cover topics related to the course and that are pertinent to incoming students. Please show your Orientation Leaders respect in and outside of the classroom, after all they are here for you!
Your Texts
• There is not official text for this course, but you will be reading various articles given in class.

Films/Shows/Videos
• “30 Days” Episodes
  - Minimum Wage
  - Muslims and American
  - Binge Drinking Mom
• “Crash”
• “Roger and Me”
• “In Whose Honor”
• Other videos as needed

Service Learning
A component of all University Seminars is Service Learning. Service Learning is defined as a method under which students learn and develop through thoughtfully-organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience.

Your Grade
Your performance in this course will be evaluated using the following system:
• 20% Participation (10% attendance, 10% involvement)- to be determined by instructor
• 30% Oral presentations
• 10% Community Service Project
• 40% Written assignments

*Extra credit may be obtained through request at professor’s discretion.

Your Assignments- assignments will be given in class with due dates.

F. Response Essays: For some of the films/movies you will be responsible for writing a one-page (double spaced, Times New Roman, 12pt font) response. This essay should outline your response to the story, the characters, etc in the film/movie. This is not a critique of the film, but rather your thought process as you watched the film.

G. “My American Experience” Speech: Each student will develop a 15-20 minute oral presentation titled “My American Experience”. In this speech you will articulate your experience growing up in the United States. (or your experiences since you've been in the US). You should clearly articulate how that experience has shaped your perspective of the world and your value system. There is no strict format for this speech, be creative.

H. “Crash” Group Presentations: The film “Crash” is an extremely powerful glimpse into the lives of multiple characters with various experiences who “crash” into one another. The film has significant relation to the topic of the course. As a result, it is important that you explore and examine certain scenes in the film. Small groups will select a scene and do a presentation on their selected portion of the film. The presentation should cover some or all the following:
a. Comments on that character's perspective, decision making, and general behavior
b. Judge the characters behavior; was it justified? The right thing to do?
c. Engage the class in discussion on the scene

Example Presentations: Reenact the scene changing the characters responses to the situation; organize a class debate on the scene; present a character sketch of those in the scene having each person in your group sketch a character, present to the class a theory on why the person made the decisions they did, etc.

***Use your creativity in this assignment to best articulate your groups thoughts on the scene.

I. Service Learning: Habitat for Humanity-

The service-learning component of this course will include work with Habitat for Humanity. Work on this project may include time on Saturday’s or other days during the week. This will announced in advance for students to attend. Those who cannot attend will be assigned other work.

Out of Classroom Experiences
The following events (4 total) are required for you to attend as part of the course and fall under the participation course requirement.

- September 7th: Student Activities Fair  4-6pm LRTUC
- October 17th: Leadership Program  7pm LRTUC
- 1 BSU Soul Food Sunday event
- 1 Kirkland Fine Arts Center event or a Theater Department Event

Some other events may be offered for extra credit or to fulfill the course criteria.

Attendance
Students are expected to attend all classes during the scheduled times and any out of class programs that are required. Students are permitted to miss one class for any reason. However, unexcused absences will negatively affect a student’s grade. Whether or not an absence is “excused” is at the sole discretion of the professor. There will be not be class on September 7, October 10 and 17 and November 11 so that students can attend campus events or one of the “Out of Classroom Experiences” listed in this syllabus.

Assistance
Millikin University provides accommodations for students with documented learning disabilities. Please notify the professor if you are in need of such accommodations.

If at any time you are in need of assistance regarding the content of this course or need clarification of course requirements, it is your responsibility to contact the professor and/or orientation leaders to arrange for assistance.

Failure to notify professor or orientation leaders of academic needs does not excuse a student from assignments or from credit lost due to incomplete assignments or lack of participation.
SEMINAR IN183 – Constructing the Self as “Other”: An Autoethnographic Investigation of Personal Stories

MWF 1:00-1:50 pm

Instructor: Orientation Leaders
Jason Helfer Ph.D. Kelli Sibigtroth Erik Johansen
Office: 307F Shilling Hall Education Major Education Major
Email: jhelfer@millikin.edu ksibigtroth@mail.millikin.edu EJohansen@mail.millikin.edu
Office Hours by appointment

Course Description:
Everyone has stories. Some are quaint and rarely told, others dramatic (probably overly so) and frequently enacted. Yet, one may not think of the centrality of stories in the construction of self. This course will provide students opportunities to investigate the numerous stories that make up a life in progress, the importance of constructing the self as other in the understanding of issues of social justice, and the larger stories that make up the multiple facets of culture. This will be done through various readings, writing assignments, athletic and fine arts event attendance, the construction of an autoethnographic piece, oral presentations, and a service learning requirement.

Required Text:
Reading Packet – To be constructed during the course of the course!

IN183 Tentative Course Schedule – Additional Readings WILL be assigned

Week One
8/31 – Who am I?
Reading Assignment – Passings
9/2 – What can a story tell me about me?

Week Two
9/5 – NO CLASS
9/7 – Identity or “Am I faking it”??
Reading Assignment: TBD
9/9 – Some perspectives on perspective
Reading Assignment: The Wall – Sartre

Week Three
9/12 – Some perspective on narrative
Reading Assignment: Ethnography on Illicit Transplantation
Assignment DUE: Passings Paper

9/14 – The Body Politic
9/16 – Orientation Topic
Reading Assignment: Autoethnography I

Week Four

1 IN183 – Introduction to academic inquiry; exploration of ways of knowing through critical and moral reasoning. Seminar topics vary across sections. Common components to each section include an introduction to service learning, exploration of orientation issues, and demonstration of oral communication proficiency.
9/19 – Introduction to Autoethnographic Thinking
9/21 – Continuation of Previous Topic
   Reading Assignment: Autoethnography II
   Assignment DUE: Perspective Paper
9/23 – Ethics of Autoethnographic Writing
   Reading Assignment: Autoethnography III

Week Five
9/26 – Continuation of Previous Topic
   Reading Assignment: Autoethnography IV
9/28 – The techniques of Autoethnographic writing I
9/30 – Orientation Topic

Week Six
10/3 – Techniques II
10/5 – A moment of repose/reflection/reflexivity
   Reading Assignment: Ayers – Prelude – Chapter 1-2
   Assignment DUE: Recital Attendance/Athletic Attendance #1
10/7 – Memory is what??
   Reading Assignment: Ayers – Chapters 3-4

Week Seven
10/10 – Model of Inquiry and Transformation
   Reading Assignment: Ayers 5-7
10/12 – Group 1
10/14 – Group 2
   Reading Assignment: Ayers 8-10
   Reading Assignment: Ayers 11-13

Week Eight
10/17 – Group 3
10/19 – NO CLASS
10/21 – NO CLASS

Week Nine
10/24 – Reorinetation
   Reading Assignment: Ayers 14-16
10/26 – Group 4
   Reading Assignment: Ayers 17-19
   Assignment DUE: Recital Attendance/Athletic Attendance #2
10/28 – Group 5
   Reading Assignment: Ayers 20-22

Week 10
10/31 – Group 6
   Reading Assignment: Ayers 23-25
11/2 – Group 7
   Reading Assignment: Ayers 26-28
11/4 – Group 8
   Reading Assignment: Ayers 29-Memory
Week Eleven
11/7 – Group 9
11/9 – Thinking Back and Moving Forward
11/11 – Orientation Topic

Week Twelve
11/14 – Artifact Presentation
11/16 – Artifact Presentation
11/18 – Artifact Presentation

Week Thirteen
11/21 – Artifact Presentation
11/23 – NO CLASS
11/25 – NO CLASS

Week Fourteen
11/28 – Artifact Presentation
11/30 – Artifact Presentation
Assignment Due: Autoethnography
12/2 – Revisions/Editing

Week Fifteen
12/5 – Revisions/Editing II
12/7 – Changes Over Time
12/9 – Reflection on a Voyage

Week Sixteen
12/12 – Concluding Thoughts

Attendance Policy:
Attendance is mandatory, but you have 2 “free” absences. The only excuses that will prevent your grade from being lowered are Doctors notes or some sort of proof that you were at a funeral. I do not have this policy to be harsh or take away any of your freedom of choice. You can, of course, choose not to attend class. However, for each day you miss your attendance grade and participation grade will be lowered. Each class is “worth” 5 attendance points and 5 participation points.

Assignment Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Passage Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Perspective Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Recital Attendance 1</td>
<td>5%</td>
</tr>
<tr>
<td>Recital Attendance 2</td>
<td>5%</td>
</tr>
<tr>
<td>Artifact and presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Autoethnography Paper</td>
<td>25%</td>
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<tr>
<td>Service Learning commitment</td>
<td>10%</td>
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<tr>
<td>Group Work</td>
<td>10%</td>
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<tr>
<td>Attendance/Participation</td>
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<td>Total</td>
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Grade Breakdown

<table>
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<tr>
<td>89-80</td>
<td>B</td>
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<td>C</td>
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<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59 or Below</td>
<td>F</td>
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</tbody>
</table>

Grading Policy:
All work is due at 1:00 p.m. on the date as listed in the syllabus. Work will be accepted and assessed up to four days late with a 10% penalty per day. All work must be assessed by the instructor, if an assignment is not turned in, or is over four days late, the students final course grade will reflect the missing assignment and the course grade will be lowered by one increment (i.e., Student “x” has turned in all assignments, except for one, and has a 90% (A) in the course. Because student “x” has not turned in one assignment his or her grade will reflect the point loss and be lowered to a B).

Academic Honesty:
One way of showing growth over time is to use the work of others to support your thoughts. I highly encourage you to do this. HOWEVER, MAKE SURE YOU CITE THE WORK THAT YOU BORROW. There are many ways to do this (i.e., APA, MLA, Chicago formats), and if you are not sure what to do (that is cite or not cite), ALWAYS cite and/or ask for help!! Should I find that you are dishonestly borrowing material from a source you will receive a failing grade for the course and, in addition, the Dean of Arts and Sciences (or your particular school) and the Office of Student Services will be notified so that they may take action according to university policy.

Course Structure:
The majority of classes will be lecture/discussion. What this means to me is that I will introduce some new material and we will discuss its various potentialities and limitations. I am willing to “allow” almost any topic as a potential discussion point. My only requirements are (and I stick to these):
1. All comments will be seriously, but playfully considered.
2. All commentators will be respectful to all class members.
3. What is said and done in this class, stays here! There is the potential that some individuals may choose to divulge personal information. If one chooses to do this, it is your responsibility to respect both the idea and the person. NEVER consider using one’s ideas as a means of oppression.

Service Learning Requirement:
A central component to IN 183 is the service-learning requirement. You are required to complete 15 hours of service learning throughout the semester. You may break this up any way you choose. All service learning must be done in conjunction with the opportunities provided by Dove Inc. Millikin provides transportation at certain times during the day BUT **IT IS YOUR RESPONSIBILITY TO SIGN UP FOR TIMES, and CONFIRM TRANSPORTATION.** Information about service-learning opportunities and transportation will be discussed during first week.

Oral Competency Requirement:
Because it is important that students are able to show evolving competency when speaking in public, all students are required to prepare and present an oral presentation. In IN183, this requirement will be fulfilled by the artifact assignment, “passings” presentation, and discussion leadership. 

Orientation Topics:
There are a series of orientation topics that you will work with throughout the semester. The activities and discussions for these topics will be facilitated by Kelli and Erik. Should you have specific questions about the orientation topics, please ask Kelli or Erik.
The Role of the IN183 Instructor:
My main responsibility is to provide the structure from which you can begin to take risks in accordance with the requirements of this course (and grade papers). Should you become frustrated, confused, or conflicted because of the assignments, YOU NEED TO TELL ME! I will not think less of you if we have disagreements, but I need to know what you are thinking in order to best serve you. Also, if you are having difficulties in other areas of your transition to college, email me and I will be happy to meet. I can guarantee that I will not have any answers, but maybe I can provide different perspectives to consider.

The Role of the Orientation Leaders:
Kelli and Erik, in order to become orientation leaders, had to apply, interview and be selected. Their being selected infers that they have exceptional leadership qualities (some of which they will share with you). In my mind and along with each of you, Kelli and Erik and I are co-directors of this course. We each have our area of specialization and we want to use what we know to maybe help you develop new and different (not better, necessarily) perspectives. Like me, they are available to help you in any way that they can. Should you have a question or just need someone to bounce an idea off of, email them. Together, we have formulated the following hopes for you.

Our hopes (and one wish) for you:
- We hope you learn about the centrality of narrative in the making of a life.
- We hope you experience things that you have never considered.
- We hope you learn about the intersections of stories and social justice.
- We hope you have the opportunity to express your ideas in numerous modalities.
- We hope you make friends with whom you can co-create new meaningful stories.
- We hope you see the necessity of helping others and how, by doing so, you can enrich your life.
- We hope you carefully consider the multiple roles a college student must embody.
- We hope you continue to tap into your innate abilities and continue to flourish.
- We hope you discover new worlds and that, because of them, you begin to take positive, life affirming risks.
- We wish each of you happiness and safety this semester and promise that we will do whatever we can to make your hopes come to life.
- We hope that you begin to understand all of the opportunities available to you at Millikin University and how your talents can be used at MU.
- We hope that, when necessary, you will feel comfortable talking to Jason, Kelli, Erik, or each other, and know that we are all here for one another.

GOOD LUCK!
COURSE TEXTS

A course-pack of photocopied materials. The Philosophy Department has paid for the production of these materials. Each of you will need to purchase the materials from the Philosophy Department. Please make your check payable to Millikin University. The cost is $6.00.

COURSE OBJECTIVES

Fundamentally, the University Seminar (with First Week as the first piece) is an introduction into Millikin's academic community, with a specific focus on introducing the intellectual and the social components of university life. This introduction is framed under our core questions: Who am I? How can I know? What should I do? Students will begin to examine these core questions in this seminar. As an introduction, this seminar focuses on multiple facets of academic life. At a basic level, the seminar will engage students in 1) critical and moral reasoning, 2) orientation topics, 3) service learning with reflection, and 4) oral communication. In addition to the above objectives, the seminar aims to 5) develop students’ facility in reading and analyzing philosophical texts, and 6) develop students’ facility in writing clearly and creatively about ethical issues.

COURSE CONTENT

Ethics is a normative field of inquiry. That is, ethical inquiry does not merely describe how people in fact behave; rather, it investigates how people should behave. Thus, ethics is, by its very nature, a highly contentious discipline.

In this seminar, we will reflect on what it means to judge an action to be morally right or morally wrong. In the course of our reflections, we will consider the following issues:

- Are human beings motivated solely by considerations of self-interest? Should they be?
- What is the relation between moral action and rational action? Is it rational to act morally?
- Does morality require a religious foundation?
- Are there any objectively valid moral principles? Or are all moral principles valid relative to either cultures or individuals?
- Is the morality of an action a function of its consequences? If not, then what determines whether an action is morally right or morally wrong?

We will reflect upon all of these questions and issues as they find expression in the history of Western philosophical thought and contemporary films.
GRADING

Plus/minus grading will be used. There are 400 total points available in the course. Grades will be assigned as follows:

**Reading Quizzes**: 15% (60 points)
Goal: Reading comprehension

There will be unannounced true-false quizzes testing basic understanding of the assigned readings. Eight quizzes will be given over the entire semester. You will be able to drop your two lowest quiz grades. If a quiz is given and you are absent from class, you will receive a zero for that quiz. Make-ups will be allowed only for certain absences excused in advance (e.g., travel for athletic events when notified by athletic department) or certain emergencies (e.g., death in the family). Make-ups will also be allowed for absences due to sickness provided you have a note from a doctor verifying your illness.

**Oral Presentation**: 5% (20 points)
Goal: Reading comprehension, convey ideas orally

Each student in every University Seminar must be assessed in terms of oral communication proficiency. You will not be taught oral communication skills, but only assessed. Each student will make one oral presentation, which, in conjunction with class participation, will allow me to assess your proficiency with respect to oral communication skills. My assessment will be forwarded to your academic advisor.

Your oral presentation will focus on a particular reading. You will have primary responsibility for that reading. In your presentation, you should aim to do three things. First, identify for the class the main thesis (or theses) of the reading. Second, identify and explain what you take to be the author’s main argument(s) in support of that thesis (or theses). Third, come prepared with two “starter” questions for discussion (e.g., questions regarding the reading that you would like for us to discuss). Your presentation should be approximately 5-10 minutes in length. You must turn in an outline of your presentation to me. This outline will factor into your grade. Additional factors in determining your presentation grade are identified on the document entitled “Assessment of Oral Communication.” Your orientation leaders will distribute this document to you during first week.

Your orientation leaders will be discussing oral communication skills with you during First Week. In addition, your orientation leaders will provide you with a demonstration of an oral presentation on the first day of class. Their presentation will cover the first reading assignment (Plato, “Ring of Gyges”).

*Note: I have a sign-up sheet that identifies the readings available for presentation. You should sign up for a presentation during our First Week meetings (e.g., at the cookout).

**Mid-term Examination**: 15% (60 points)
Goal: Reading comprehension, comprehension of major issues/ideas/concepts, convey ideas in writing

There will be one 50-minute in-class examination during the semester. The mid-term exam will be administered on **Wednesday, October 12**. The examination will be primarily essay, although some short answer will be included. A study guide will be distributed approximately one week prior to the exam. All exam questions will come from the topics identified on the study guide.
The class prior to the mid-term is set aside for review. For that class, you should review the study guide and your class notes. Come to class with specific targeted questions (i.e., NOT “Can we go over Aristotle again?”). In addition to this in-class review, your orientation leaders will conduct a review session prior to the examination. This review session will be held Tuesday, October 11, 8-10PM, in Shilling 317 (this location will need to be confirmed once the semester begins). Your orientation leaders will cover the orientation topic “Academic Strategies” at this review session. Attendance is required and will be taken.

Films and Short Papers:  30% (120 points; 40 points each)
Goal:  Creative reflection, convey ideas in writing

Each of you will write three short papers in which you connect specific readings to various contemporary films. Each of these papers should be between three and four double-spaced pages in length. There are four short-paper writing opportunities throughout the semester. Each student may only write three papers. A student may not write all four and take her three highest grades. In addition, each student must write Short Paper #1. Each student will then choose to write on two of the next three short papers.

*Short Paper #1. Due Monday, September 12. First, explain the challenge posed by Glaucon to Socrates in the “Ring of Gyges” reading. Second, explain how that challenge is represented in the film Crimes and Misdemeanors. Does the film suggest an answer to that challenge? Explain. Every student must write this short paper.

*Short Paper #2. Due Monday, October 3. First, explain the basic idea behind Aristotle’s virtue theory. Second, explain how you believe Aristotle would go about assessing the main character (Bull McCabe) in the film The Field. Identify several virtues and several vices exemplified by McCabe. On balance, is McCabe a virtuous person? Explain.

*Short Paper #3. Due Monday, November 21. Drawing from course readings, provide an analysis of the ethics of lying as that action type is presented in the film Life is Beautiful.

*Short Paper #4. Due Friday, December 16. Drawing from the readings by Camus, Berns, Kant, Van Den Haag, and/or Deiman, provide an analysis of the ethics of capital punishment as the issue is presented in the film Dead Man Walking.

If you need help with character names, you may wish to consult the following website: http://movies.go.com/filmography/Credits?movie_id=31842

Short Paper on Sexual Morality:  10% (40 points)
Goal:  Connective thinking, convey ideas in writing

Each of you will write a short paper (3 pages, double-spaced) in which you focus on either a particular reading on sexual morality or a particular topic addressed by the readings on sexual morality. The reading or topic that you choose to explore is up to you; however,
you must establish connections between that reading/topic and other course readings. Again, the exact nature of the connection that you make is up to you. The paper must be grounded in the class texts.

The short paper on sexual morality will be due Monday, December 5.

Mid-Size Paper: 15% (60 points)
Goal: Creative reflection, convey ideas in writing

Each of you will write one mid-size paper. This paper should be between 6–8 pages in length. There are three components to this paper. First, you will need to describe in a concise yet accurate way the central components of utilitarian and deontological approaches to ethics. Second, you will need to apply each theoretical approach to the “Jim and the Indians” example from the reading by Bernard Williams (Class 26, 10/28). Third, you will need to explain which approach you favor in this case and why.

The paper is due at the beginning of class on Monday, November 14.

Short Paper on Service Learning: 5% (20 points)
Goal: Connective thinking, creative thinking, convey ideas in writing

Each of you will write a short paper (3 pages, double-spaced) in which you connect themes from the class readings to your service learning experience. The exact nature of the connection that you make is up to you. The paper must, however, be grounded in class texts.

The short paper on service learning will be due Wednesday, November 30.

Attendance: 2.5% (10 points)
Goal: Supplement reading with lecture and discussion, expand your perspective, aid others in learning and learn from others

The meaning of “attendance” should be relatively clear, but here is some elaboration. By “attendance,” I mean regular and faithful attendance. The Form of regular and faithful attendance will be instantiated by the professor. In other words, I expect you to come to class each day that class is held. Students who substantially deviate from that norm will have their grade penalized. “Substantial deviation” is hereby defined as follows:

You begin with 10 points.

For absences 1–2, you will lose 1 point per absence.
For absences 3–4, you will lose 3 points per absence.
For absences 5 and beyond, you will lose 5 points per absence.
I will take attendance at the beginning of class. If you are late to class, it is your responsibility to make sure that I do not mark you as absent. You should see me after class in order to make sure that you are not marked as absent. Please do not make late arrival to class a habit. It is distracting to me and to those students who make the effort to be here on time. Appropriate sanctions will be imposed if tardiness becomes a problem.

*Note: It is possible to get a “negative” attendance/participation grade. For example, if you were to miss 5 classes, your attendance/participation grade would be −3. In that case, I would assign you a 0 for attendance/participation and deduct an additional 3 points from your overall point total. Your grade could be lowered further depending on the quantity and quality of your participation (see below).

**Participation:** 2.5% (10 points)

Goal: Convey ideas orally, aid others in learning and learn from others

Regular, well-informed class participation contributes greatly to the success of a small class like this one. Well-informed participation benefits you by forcing you to identify themes for discussion and express them in a clear way. Well-informed participation benefits your fellow students by drawing attention to issues and perspectives on issues that they may have overlooked or not thought about. Well-informed participation benefits the professor: “Every good student is a potential teacher. Every good teacher is always a student.” The most obvious way in which a student can participate is by speaking out in class, asking or answering questions, raising objections, etc. But those who do not wish to participate in this way can participate by submitting written questions or observations (e.g., by e-mail) regarding the readings or lectures, or by discussing course materials with me in my office. Your grade for class participation will be left to the wisdom and just perception of the professor. Obviously, it is difficult to participate if you do not attend class and/or if you fail to do the readings.

*Note: As a benchmark, if you attend class faithfully, sit quietly and do not speak out in class or participate by other means (emails, office visits, etc.), you will receive 6 points for participation.

*Note: Class attendance and class participation will be used to decide borderline grades. At a maximum, class participation can bump you up 1/3 of a letter grade (e.g., B to B+). The decision to provide a borderline bump to a student is a function of my discretion.

*Note: Class participation does not replace substantive work (papers, examinations, etc.). Rather, class participation supplements substantive work.

*Note: Absolutely positively no “extra credit” work is available in this class! Do not ask; ye shall not receive.

*Note: All written work must be turned in as a hard (paper) copy. I will not accept final products as attachments to emails. You must print your written work and deliver it to me.
OTHER POLICIES

A very mean paragraph… I will not accept late papers (long or short) for any reason other than the death of a family member or the death of a close friend. I do not want to hear excuses or pleas for mercy. I will not give you an extension due to illness, the crash of a hard drive (that is what disks are for—use them), the eating of papers by pets, the abduction of your roommate by extraterrestrials, or for any acts of God. Do not tell me about these situations or any other situations even remotely resembling them: I do not want to know about them. Again, I repeat: illness will not get you an extension. You know today (First Week) when your papers are due. Procrastinate at your own peril.

A much nicer paragraph…I am happy to look at drafts of your papers. Since you may have never written a philosophy paper before, I strongly suggest that you at least discuss each paper with me. Based on past experience, students who discuss their papers with me, construct an outline and discuss it with me, or submit drafts of their papers to me do better than they would have done if they did not take these steps. Some general advice for writing good philosophical papers is included below.

University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, certain University activities, or other unavoidable circumstances. If you miss an examination for any of these reasons, please get in touch with me as soon as possible so that we can arrange for a make-up examination. Except in cases involving illness, you are likely to know well in advance that you will be absent on an examination day; when that is the case, it is incumbent upon you to arrange for the make-up examination as soon as possible after you learn that you will be absent.

The college policy on academic misconduct (plagiarism and cheating) is stated in the 2005–2006 Academic Bulletin, p.16. If you are caught plagiarizing or cheating, you will be subject to the fullest disciplinary procedures permitted by the university. See the attached “Plagiarism Policy Statement” for more details.

The procedures for student complaints concerning faculty actions are stated in the 2005–2006 Academic Bulletin, p.16.

I would like to hear from anyone who has a disability that may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please see me after class or during my office hours.

ORIENTATION TOPICS
There are five orientation topics. I have attempted to weave each topic into the fabric of this course. The five topics as well as when they will be addressed are listed below. Your orientation leaders will lead some of these sessions. Show them the same respect that you would show me. Attendance for all topics is required and will be taken.

**Wellness**: TIPs training during First Week and Class 11, 9/23

**Diversity**: Throughout the semester and Class 17, 10/7

**Academic Strategies**: Tuesday, 10/11, Review Session for the Mid-term, 8–10PM, location SH317

**Citizenship**: Class 20, 10/14

**Healthy Relationships**: Sunday, 11/20, 6–8PM, Fireplace Room, RTUC (with the possibility of food and drink)

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**SCHEDULE OF TOPICS/ISSUES/READINGS**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Page Numbers in Course-Pack</th>
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</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Wed., 8/31</td>
<td>“Why be moral?”</td>
<td>Plato, “Ring of Gyges”</td>
<td>1–3</td>
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<tr>
<td>Class 2</td>
<td>Fri., 9/2</td>
<td>“Why be moral?”</td>
<td>Plato, “Ring of Gyges”</td>
<td>1–3</td>
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<tr>
<td>Class 3</td>
<td>Mon., 9/5</td>
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<tr>
<td>Class 5</td>
<td>Fri., 9/9</td>
<td>Critique of Psychological Egoism</td>
<td>Feinberg, “Psychological Egoism”</td>
<td>9–19</td>
</tr>
<tr>
<td>Class 6</td>
<td>Mon., 9/12</td>
<td>Critique of Psychological Egoism</td>
<td>Feinberg, “Psychological Egoism”</td>
<td>9–19</td>
</tr>
</tbody>
</table>

***First Short Paper Due***
Class 7: Wed., 9/14
Topic: Virtue Theory
Reading: Aristotle, *Nichomachean Ethics* 20–23

Class 8: Fri., 9/16
Topic: Virtue Theory

Class 9: Mon., 9/19
Topic: Virtue Theory
Reading: Aristotle, *Nichomachean Ethics* 26–27

Class 10: Wed., 9/21
Topic: Visit from Librarian and/or Homework Hangout Director

Evening Film: Wed., 9/21
The Field (evening, 6–9PM, location TBA)

Evening Film: Thur., 9/22
The Field (evening, 6–9PM, location TBA)

Class 11: Friday, 9/23
Topic: Orientation Topic: Wellness

Class 12: Monday, 9/26
Topic: Objectivism, Subjectivism, and Divine Command Theory
Reading: Plato, *Euthyphro* 38–44

Class 13: Wed., 9/28
Topic: Objectivism, Subjectivism, and Divine Command Theory
Reading: Plato, *Euthyphro* 38–44

Class 14: Fri., 9/30
Topic: Ethical Relativism
Reading: Benedict, “A Defense of Moral Relativism” 45–49
Reading: Sumner, “A Defense of Cultural Relativism” 50–53

Class 15: Mon., 10/3
Topic: Critique of Ethical Relativism
Reading: Stace, “Ethical Relativism: A Critique” 54–60
***Second Short Paper Due

Class 16: Wed., 10/5
Topic: Critique of Ethical Relativism
Class 17: Fri., 10/7
Topic:  Orientation  
Topic:  Diversity

Class 18: Mon., 10/10
Topic:  In-Class Review for Exam

Tuesday, 10/11: Review Session (evening, 8–10PM, location SH317)
Orientation Topic: Academic Strategy

Class 19: Wed., 10/12
***Mid-Term Examination

Class 20: Fri., 10/14
Topic:  Orientation Topic: Citizenship

Class 21: Mon., 10/17
Topic: Utilitarianism
Reading: Mill, *Utilitarianism* 68–69
Reading: Rawls, “Classical Utilitarianism” 70–74

Class 22: Wed., 10/19
Topic: Utilitarianism
Reading: Mill, *Utilitarianism* 68–69
Reading: Rawls, “Classical Utilitarianism” 70–74

Class 23: Fri., 10/21
No Class, Fall Break

Class 24: Mon., 10/24
Topic: Utilitarianism
Reading: Shaw, “Introducing Utilitarianism” newly added

Class 25: Wed., 10/26
Topic: Utilitarianism
Reading: Shaw, “Introducing Utilitarianism” newly added

Class 26: Fri., 10/28
Topic: A Critique of Utilitarianism
Reading: Williams, “A Critique of Utilitarianism” 75–79

Class 27: Mon., 10/31
Topic: Deontology
Reading: Kant, *Foundations of the Metaphysics of Morals* 80–83

Class 28: Wed., 11/2  
Topic: Deontology  
Reading: Kant, *Foundations of the Metaphysics of Morals* 83–83c

Class 29: Fri., 11/4  
Reading: Nagel, “The Objective Basis of Morality” 84–86  
Reading: Royce, “The Moral Insight” 87–89

Class 30: Mon., 11/7  
Film: *Life is Beautiful*  
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Class 31: Wed., 11/9  
Film: *Life is Beautiful*  
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Class 32: Fri., 11/11  
Film: *Life is Beautiful*  
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Class 33: Mon., 11/14  
Topic: Sexual Morality  
Reading: Goldman, “Plain Sex” 90–101  
***Mid-Size Paper Due***

Class 34: Wed., 11/16  
Topic: Sexual Morality  
Reading: West, “The Harms of Consensual Sex” 102–106

Class 35: Fri., 11/18  
Topic: Sexual Morality  
Reading: Corvino, “Why Shouldn’t Tommy and Jim Have Sex?” 107–114

**Evening Meeting: Sunday, 11/20**  
**Time:** 6–8PM, Fireplace Room, RTUC  
**Orientation Topic:** Sexual Assault and Harassment  
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Class 36: Mon., 11/21  
Topic: Sexual Morality  
Reading: Bradshaw, “A Reply to Corvino” 115–124  
***Third Short Paper Due***

Class 37: Wed., 11/23  
No Class, Thanksgiving Break  
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Class 38: Fri., 11/25
No Class, Thanksgiving Break

Class 39: Mon., 11/28
Reading: Camus, “Reflections on the Guillotine” 125–128
Reading: Berns, “For Capital Punishment” 129–131
Reading: Kant, “The Retributive Theory of Punishment” 132–134

Class 40: Wed., 11/30
Reading: Van Den Haag, “On Deterrence and the Death Penalty” 134–143

***Short Paper on Service Learning

Class 41: Fri., 12/2
Topic: Capital Punishment
Reading: Reiman, “Justice, Civilization, and the Death Penalty” 144–154

Class 42: Mon., 12/5
Film: Dead Man Walking

***Short Paper on Sexual Morality Readings

Class 43: Wed., 12/7
Film: Dead Man Walking

Class 44: Fri., 12/9
Film: Dead Man Walking

Class 45: Mon., 12/12
Class Evaluations

After Classes End: Fri., 12/16
***Fourth Short Paper Due
12:00 Noon, my office (SH329)

PLAGIARISM POLICY STATEMENT
DR. ROBERT E. MONEY, JR.
General Statement of Policy

The college policy on academic misconduct (plagiarism and cheating) is stated in the 2005–2006 Academic Bulletin, p.16 and in the 2005–2006 Millikin University Student Handbook, p.54–55. Plagiarism represents an attempt to cheat and deceive and it is a direct insult to me. If you are caught plagiarizing or cheating, you will be subject to the fullest disciplinary procedures permitted by the university. The attempt to pass off the work of someone else as your own will meet with grave consequences. At a minimum, you
will automatically fail this course. No ifs, ands, or buts about it. My integrity and the integrity of this institution of higher learning demands nothing less than a clear, forceful, and consistently enforced policy attacking this cancer.

My advice to you is simple and straightforward: Don’t do it. Do not download papers from the Internet. Do not cut and paste portions of papers found on the Internet and string them together. Do not make minor modifications in the wording of texts in an attempt to avoid detection. Do not use papers that may be on “file” in some undisclosed area. This is your education. Take responsibility for it. Do your own work.

I am well aware that there are a host of possible explanations for why a student might engage in acts of plagiarism. Among the most widespread explanations are the fact that plagiarism is so easy to do (i.e., the student is lazy) and the fact that the student has procrastinated to such an extent that she has painted herself into a corner (i.e., poor time management). Whatever explanations on offer, however, I am telling you now: There are no possible justifications.

If you use sources, then provide citations to those sources. You must provide citations whether you directly quote someone else or paraphrase them. If you take ideas from someone else, then you need to tell me that you have done so. Citations are for that purpose.

A. Faculty and Student Responsibilities

Faculty Responsibilities: Faculty should call the issue of plagiarism to the attention of the students. Faculty should spend some time in class (e.g., on the first day of class) emphasizing the importance of the issue, clearly stating their policy for violations, and providing resources to assist students in their efforts to understand and avoid plagiarism. Faculty should make themselves available to students in order to discuss the issue with students who have questions and/or refer them to our campus experts on the issue of plagiarism. If faculty members do the above, then their responsibility is discharged. Importantly, faculty members do not have the responsibility to teach the topic of plagiarism to individual students or to each of their classes. There are specified locations in the university curriculum where this takes place.

Student Responsibilities: The burden is on the student to know what plagiarism is and to make sure that they avoid engaging in acts of plagiarism. “Ignorance of the law is no excuse.” As a rough and ready guide, students should ask themselves this question: “Did what I just write come out of my own head?” If the answer to that question is “Yes,” then the student is typically on safe ground. If the answer to that question is “No,” then the student needs to provide citations that allow the faculty member to locate the source of the ideas. If the answer is “I am not sure,” then the burden is on the student to resolve his doubt by taking active steps—go see the faculty member teaching the course, go see library staff, go see English faculty, etc.
Here are some examples of actual instances of plagiarism that I have encountered over the past few years:

**Web Source:** Historically, there are two distinct dream-related skeptical doubts. The one doubt undermines the judgment that one is presently awake—call this the Now Dreaming Doubt. The other doubt undermines the judgment that one is ever awake—call this the Always Dreaming Doubt. Both kinds of dreams doubt appeal to some version of the thesis that the experiences we take as dreams are (at their best) qualitatively similar to the experiences we take as waking—call this the Similarity Thesis.

**Student Paper:** Traditionally, there are two divergent dream-related skeptical suspicions. The one uncertainty destabilizes the conclusion that one is at the moment awake—call this the Presently Dreaming Skepticism. The other doubt destabilizes the judgment that one is ever awake—call this the Always Dreaming Skepticism. Both dreams doubt the appeal to some account of the idea that the experiences we take as dreams are, at their best, qualitatively alike to the experiences we take as waking—call this the Likeness Idea.

**Web Source:** First, it's important to distinguish between two kinds of evil: moral evil and natural evil. Moral evil results from the actions of free creatures. Murder, rape and theft are examples. Natural evil results from natural processes such as earthquakes and floods. Of course, sometimes the two are intermingled, such as when flooding results in loss of human life due to poor planning or shoddy construction of buildings.

**Student Paper:** There are two kinds of evil: moral evil and natural evil. Moral evil comes from the actions of free beings. Natural evil comes from nature, things such as earthquakes and floods. Sometimes these two will intermingle, but we will deal with them separately for this paper.

**Web Source:** It's also helpful to distinguish between two types of the philosophical or apologetic aspect of the problem of evil. The first is the logical challenge to belief in God. This challenge says it is irrational and hence impossible to believe in the existence of a good and powerful God on the basis of the existence of evil in the world.

**Student Paper:** Another important distinction is between two types of the problem of evil. The first is the logical challenge, which we will examine in detail, and there is the evidential challenge. The logical challenge states that it is irrational to believe in the existence of God based on evil in the world.

**Web Source:** The logical challenge is usually posed in the form of a statement such as this:

1. A good God would destroy evil.
2. An all powerful God could destroy evil.
3. Evil is not destroyed.
4. Therefore, there cannot possibly be such a good and powerful God.

On the other hand, the evidential challenge contends that while it may be rationally possible to believe such a God exists, it is highly improbable or unlikely that He does. We
have evidence of so much evil that is seemingly pointless and of such horrendous intensity.

**Student Paper:** A logical argument would include the following:
1. A totally righteous God would prevent all the evil that he can.
2. An omniscient, omnipotent, and omni benevolent God can prevent all evil, and knows how to.
3. Evil exists.
4. Therefore, either God is not all-good, all-knowing, or all-powerful because there is still evil in the world.

The evidential challenge states that it might be rational that God does exist; this claim is highly improbable based on so much evil in the world.

**Web says:** God is a righteous judge; people get what they deserve. If someone suffers, that is because they committed a sin that merits such suffering.

**Student Paper:** In addition, one might say that God is a righteous judge; and thus people get what they deserve. If someone is suffering it’s because they did something that merits their suffering; such as committing a sin.

***Professor Comment***: In all of these examples, the mere change of words (underlined in the first example) is nowhere near sufficient to make the ideas your own. Direct quotations, slightly modified quotations, as well as paraphrases must have citations to appropriate sources. What the student did in this case was not even properly classified as paraphrasing since the student did not take the material and put it in her own words. And even if she had paraphrased, citations would still be required.

**Web Source:** We give up our right to ourselves exact retribution for crimes in return for impartial justice backed by overwhelming force. We retain the right to life and liberty, and gain the right to just, impartial protection of our property.

**Student Paper:** First, in order to live with our rights preserved we give up the right to exact retribution for crimes against the law of nature in return for justice backed by the force of the societies government. Through the legislature we are able to retain the right to life and liberty and protect our property.

***Professor Comment***: Again, the deletion (in italics) or addition (underlined) of a few minor words and phrases is nowhere near sufficient to make the ideas your own.

**Web Source:** Friedrich Nietzsche is not only one of the most influential philosophers the world has seen, but he is also one of the most controversial. He has influenced twentieth century thought more than almost any other thinker. In his numerous works, Nietzsche constantly criticizes and restructures the strongly held philosophical and religious beliefs
of his time. One such principle that he refutes belongs to his predecessor Rene' Descartes, and concerns the apparent distinction and significance of the human mind over the body.

**Student Paper**: Friedrich Nietzsche is not only one of the most influential philosophers the world has seen, but he is also one of the most controversial. He has influenced twentieth century thought more than almost any other thinker. In his numerous works, Nietzsche constantly criticizes and restructures the strongly held philosophical and religious beliefs of his time. One such principle that he refutes belongs to his predecessor Rene' Descartes, and concerns the apparent distinction and significance of the human mind over the body.

***Professor Comment***: Obviously, this is simply lifted word for word from an Internet source.

B. Resources for Consultation in Cases of Doubt

The following web sites have been constructed by Millikin University library staff, by staff at Northwestern University, and by Dr. Michael O'Connor of the Millikin University English Department. Each of these web sites provides students with detailed information about what plagiarism is and how to avoid it.

http://www.millikin.edu/staley/prevent_plagiarism.html
http://www.writing.nwu.edu/tips/plag.html
http://faculty.millikin.edu/~moconner.hum.faculty.mu/writing/workshop5.html

C. Final Comment

Students are encouraged to explore issues and problems in further depth by consulting secondary sources, including Internet sources. My policy does not seek to discourage the use of secondary sources. Students are welcome to use secondary sources to assist them in understanding the readings. When such sources are used, however, students must admit to that use. The proper use of quotation marks, citations, and a works cited page and/or bibliography all work to insure that students avoid plagiarizing. By all means, consult secondary sources. Just make sure you tell me that you have done so.

PHILOSOPHICAL PAPERS: GENERAL ADVICE AND GRADING CRITERIA

Your papers will benefit from the following:

1. **Correct spelling and grammar.** Make sure that your paper is easy to read. Adopt the perspective of your reader. It may help to read it out loud or to have someone else read it. Proofread your paper! Spelling and grammar will be factored into the grade.

2. **Have a clear thesis.** Make sure that you clearly state the main point(s) that you will be arguing for. Let the reader know what to expect. Tell the reader what your paper
is about and what you will be doing. Have this in the introductory paragraph. The introductory paragraph should be an outline-in-miniature of the entire paper.

(3) **Argue for your thesis.** After you tell the reader what you’re going to do, do it! Support your thesis with clear argumentation. Use expressions like “I believe that” or “I would argue that” instead of expressions like “I feel that.”

(4) **Anticipate objections and reply.** Rarely (if ever) in philosophy is a position “foolproof.” Anticipate possible objections to your position and attempt to reply to them. This shows that you have a firm grasp of the issue and your position with respect to the issue.

(5) **Write in the first person.** The paper is designed to be a vehicle by which you express your views. The use of the first person is perfectly acceptable and is encouraged.

If you cite passages from our classroom text, you need only indicate the page location of the passage. Do so by noting the page number(s) in parentheses at the end of the quotation.

If you cite to any other source, incorporate the following information into a footnote/bibliography: author’s first and last name, title of the source, publisher of the source, page location of the passage(s) within the source.

Papers will be evaluated along the following lines:

An **A** paper is a well-organized and well-written paper in which the arguments and positions presented in the assigned reading are presented accurately and concisely, and original argument or analysis is offered in a compelling way.

A **B** paper is one that has some of the merits of an A paper, but not to the same degree.

A **C** paper is one in which the writing and organization is average or undistinguished, one that exhibits some misunderstanding of the assigned reading, or one in which there is no argument or analysis that goes significantly beyond class discussion.

A **D** paper is one in which the writing or organization is poor, one that exhibits serious misunderstanding of the assigned reading, or one in which there are grave errors in the use of philosophical methods (i.e., arguments, appeals to evidence, etc.).

An **F** paper is one in which the writing is so poor as to be unacceptable work from a college student, one that exhibits egregious misunderstanding of the assigned reading, or one that contains pervasive errors in the use of philosophical methods.

**Note:** If you simply spit back ideas from texts and lectures, you will receive a C-range grade at best. To move beyond a C-range grade, original argumentation must be included and developed.
## MILLIKIN UNIVERSITY GENERAL WRITING ASSESSMENT RUBRIC

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<tr>
<td>Compelling and articulate thesis with evidence of speculative thought. Clearly developed and appropriate organizational strategy.</td>
<td>Clearly discernible and interesting thesis with a sense of uniqueness. The essay is generally well organized.</td>
<td>Competent thesis, purpose and adequate organization. May rely on formulaic organization.</td>
<td>Slightly unfocused thesis, lacking a clear train of thought or flow.</td>
<td>Appears to be only a list of ideas or thoughts lacking connections.</td>
<td>Absence of a coherent thesis and organization.</td>
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<tr>
<td>Sophisticated critical thinking, synthesis, and analysis is consistently evident throughout paper.</td>
<td>Evidence of some in-depth analysis and synthesis. Is able to make connections and inferences, but these are not necessarily sophisticated or unique.</td>
<td>Some analysis and synthesis present. Some ability to imply and/or make inferences.</td>
<td>May be some analysis and/or synthesis, but one of these areas is underdeveloped. May exhibit specious or circular reasoning.</td>
<td>Generally lacks synthesis, analysis, and coherence. Is underdeveloped.</td>
<td>Absence of analysis and synthesis. Incoherent throughout. Simply a collection of notes and passing thoughts.</td>
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<tr>
<td>Captivates and engages audience in a unique way throughout the paper.</td>
<td>Clearly aware of audience and may lead audience in a fairly sophisticated manner.</td>
<td>Essay shows writer is aware of an audience and the need to guide that audience.</td>
<td>Essay shows writer is aware of an audience, but does not consistently engage or guide audience.</td>
<td>Substantial problems in guiding audience. Exclusionary of certain audiences. Written for the professor only.</td>
<td>Appears to be unaware of a general audience.</td>
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<tr>
<td>The essay was clearly revised; no additional revision necessary.</td>
<td>The essay was clearly revised, but further revision still possible.</td>
<td>Some evidence of revision, but clearly more needed.</td>
<td>Appears to have had some editing or revision work, but substantially more needed. Seems to have been written at the last minute.</td>
<td>Little revision evident.</td>
<td>Clearly a first draft.</td>
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Required Textbook:

One semester subscription to the New York Times

Goals for the Semester:

As the first piece of the University Studies Program, University Seminar is an introduction to academic inquiry; thus, it is an exploration of ways of knowing through critical and moral reasoning. In addition, issues related to the articulation and clarification of life values, health and well being are covered. The service learning component links the University to the Decatur community through service. A proficiency in oral communication is expected by the end of the semester. By definition, a seminar is a small group of students in advanced study and research, which meet under the guidance of a faculty member, to exchange information and hold discussions. We will use the current events and opinion as the basis for our exploration.

The specific goals may be outlined as follows:

1. Development of critical thinking/analytical abilities
2. Articulation of a specific point through clear, understandable writing
3. Development of oral communication skills through class presentation and participation
4. Acquisition of knowledge and an understanding about current events as they relate to each of us
5. Provide service to the University and general community
6. Development of personal short and long-term goals and an understanding of how each individual can fit into his/her projected career path

Expectations and Approach to Seminar:

Current events can only be understood from the context of the cultural and historical perspective. Thus, during this semester, we will examine current events from a historical, cultural and ethical point of view, engaging in discussion and the exchange of information. We will also examine issues of life on campus and preparation for the future as a part of the seminar. The first expectation is that you are counted upon to participate in discussion on a daily basis. Like voting in Chicago “do it early, do it often”. It is vital that you become articulate, that you learn to define and defend a particular point of view and that you can communicate your ideas orally and in writing. We will also learn to listen to the opinions of others and sometimes, agree to disagree. Respect for others, regardless of their orientation is fundamental to living in an open society. The second expectation is that you will learn a little about the history and culture of our country and to a certain extent, our world. This is a portion of the liberal arts education in an area where you envision spending a considerable amount of time. How can you understand or anticipate the future if you know nothing about the past? The third expectation is that you begin to appreciate the value of a liberal arts education. Not only must you be knowledgeable about matters scientific, understand business, appreciate the fine arts and enjoy sports and movies, but you are also a citizen of the world with vested interests in the community. A liberal arts education will provide you with the tools to be a successful and participating member of the society, which you will serve. The fourth expectation is that you will begin to lay a foundation for the future in terms of professional behavior. This means meeting commitments, responding promptly to requests for information, adhering to deadlines and providing service to others. The university has set its mission as follows: to
prepare you for professional success, to prepare you for democratic citizenship in a global community, and to prepare you for a personal life of meaning and value.

Expect the seminar to be very flexible. While I have developed a syllabus that will be used as a guide throughout the semester, we are free to go off on tangents that are of mutual interest. We always will have time for questions and issues that concern you. Understand that there is no topic that is “forbidden territory”, that everything that is said within the seminar or in my office, is held in confidence and that you are encouraged to raise issues that concern you. My goal is that each of you will be successful in this seminar. I am always around, even in the evenings and you are welcome to call me at home - anytime. Don’t let your future fall apart because of a lack of communication. I hope that each of you will enjoy what we do here and perform on the highest level possible. We will develop our critical, analytical, writing and verbal skills throughout the semester. Relax, engage and enjoy what you are doing.

**Evaluation of Seminar Performance:**

Your grade in the seminar will be evaluated as follows:

- One assigned papers @100 points 100 pts. total grade
- 15 Quizzes (via Blackboard) @ 20 points 300 pts total grade
- Two Oral Presentations @100 points 200 pts total grade
- Service Learning @100 points 100 pts total grade
- Class Participation and journal @ 100 points 100 pts total grade

There will not be a final examination though we will meet during that scheduled time for a closing reflection. Your participation in service leaning is a part of your grade and is recorded in a journal that you will keep through the semester. You are expected to complete 10 - 12 hours of service to the community.

**Syllabus and Class Schedule:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>Aug. 31</td>
<td>Orientation Issues: Time Management, Academic Strategies</td>
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<tr>
<td>Friday</td>
<td>Sept. 2</td>
<td>Discussion of Science Times (Tuesday edition)</td>
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<tr>
<td>Monday</td>
<td>Sept. 5</td>
<td>Labor Day: No Class</td>
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<tr>
<td>Wednesday</td>
<td>Sept. 7</td>
<td>Orientation Issues: Healthy Relationships; how to use Blackboard</td>
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<tr>
<td>Friday</td>
<td>Sept 9</td>
<td><strong>Round Table Discussion: items of interest; complete Quiz #1 by 5 PM on Saturday</strong></td>
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<td>Monday</td>
<td>Sept. 12</td>
<td>Round Table Discussion: <strong>Topic Fine Arts and International News; Library Information</strong></td>
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<tr>
<td>Wednesday</td>
<td>Sept. 14</td>
<td>Round Table Discussion: <strong>Topic Science and National News</strong></td>
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<tr>
<td>Friday</td>
<td>Sept 16</td>
<td>Round Table Discussion: Student’s choice; complete Quiz #2</td>
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<tr>
<td>Monday</td>
<td>Sept. 19</td>
<td>Orientation Issues: Citizenship</td>
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<tr>
<td>Wednesday</td>
<td>Sept. 21</td>
<td>Round Table Discussion: National News, Science</td>
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<tr>
<td>Friday</td>
<td>Sept 23</td>
<td>Round Table Discussion: Topic Student’s Choice; complete Quiz #3</td>
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<td>Monday</td>
<td>Sept. 26</td>
<td>Oral Communications</td>
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<td>Monday</td>
<td>Oct. 3</td>
<td>Oral Communications</td>
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<tr>
<td>Wednesday</td>
<td>Oct. 5</td>
<td>Sexual Assault</td>
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<td>Friday</td>
<td>Oct 7</td>
<td>Round Table Discussion; Topic TBA Complete Quiz #5, 5 PM 10/7</td>
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<td>Monday</td>
<td>Oct. 10</td>
<td>Round Table Discussion</td>
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<tr>
<td>Wednesday</td>
<td>Oct. 12</td>
<td>Round Table Discussion</td>
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<tr>
<td>Friday</td>
<td>Oct 14</td>
<td><strong>Diversity</strong>, Complete Quiz #6 by 5 PM 10/14</td>
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<tr>
<td>Monday</td>
<td>Oct. 17</td>
<td><strong>Rock Climbing – bring $2.00</strong></td>
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<tr>
<td>Wednesday</td>
<td>Oct. 19</td>
<td><strong>No Class – early fall break; Complete Quiz #7 by Wednesday, Oct 19 at 5 PM</strong></td>
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<tr>
<td>Friday</td>
<td>Oct 21</td>
<td><strong>No Class, Fall Break</strong></td>
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<tr>
<td>Monday</td>
<td>Oct 24</td>
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<tr>
<td>Wednesday</td>
<td><strong>Oct 26</strong></td>
<td><strong>IN 140-11, University Seminar: Living History Fall 2005, Millikin University</strong></td>
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<tr>
<td>Friday</td>
<td>Oct 28</td>
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**T TH, 8:00-9:15am**  
Instructor: Amanda Podeschi
E-mail: apodeschi@millikin.edu
Office: ADC (Alumni and Development Center); ph # 424-3506
Office Hours: by appointment

Course Texts:


Description:

Living history? History can be part of the present day, not just dates and events, and we are going to explore one particular type—oral history—that is the essence of our everyday lives. Oral histories, the stories that individuals explain and create, become the basis of our understanding of the world. Every day we encounter stories, myths, and ideas that are rooted in the past, yet have a bearing on our present and future. In this class we will explore oral history through a variety of mediums: interviews with Millikin alumni and relatives, readings concerning individual oral histories, movies that use oral history as narrative, as well as a creation of your own oral history. We will also look at the ways in which we can form a historical context around the oral history story, and understand the story as part of a larger social movement. This class will engage you in thinking about stories and history in a new way.

Additional University Seminar Topics:

Orientation Topics—Five issues pertaining to the first-year experience will be presented by your orientation leaders. Your Orientation leaders are Emily Marshall and Alex Pillischafske.

Service Learning—Outreach to the community and university.

- Oral history project in connection with the Decatur Public Library—we will create a bound copy of memories for Millikin alumni from the 1940s, 1950s, and 1960s.
- Decatur-area alumni will be asked to participate, and throughout the semester, you will be responsible for interviewing one person, on tape, and then writing an essay to summarize your individual’s experiences.
- You will also be responsible for contacting this person for the interview, and then asking them to review your essay.
- We will visit the Decatur Public Library at least once to acquaint you with the facility.
- Tapes and summaries will be submitted to library at the end of the semester.

Oral Communication Proficiency—Demonstration of basic communication skills will be required through student presentations, interview skills, and discussions.

Course Policies:
Student Responsibility—It is your responsibility to attend class regularly and be prepared to participate. That means that you are required to complete all assignments and readings on time. Being prepared will allow you to enhance your learning and the classroom environment.

As students in learning environment, you are asked to communicate in an ethical manner. Please be respectful with your comments, and give equal respect to the opinions and comments of your peers and instructor.

Attendance and Punctuality—If you are going to miss class or have missed class, please contact me as soon as possible at 424-3506 or by e-mail. You are responsible for all missed assignments and being prepared for the next class period. Attendance is mandatory for success, and will count as part of the overall participation score. In addition, please avoid being late for the class to avoid disruptions.

Late Work—For all assignments there will be a 20% grade reduction for each calendar day they are late.

Academic Integrity—The only work that you should submit is your own work. Plagiarism—using another’s words as your own, failing to document the source of your ideas, or submitting another’s work as your own—is against university policy and will result in a failing grade.

Evaluation:

You will be evaluated in the following areas in this course. Descriptions of these projects will be given at a later time.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Service Learning Project</td>
<td>20%</td>
</tr>
<tr>
<td>In class exams (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Take home essays (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Oral history research project</td>
<td>30%</td>
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</tbody>
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The grading scale is as follows:

- **A** = 93–100%
- **A-** = 90–92%
- **B+** = 87–89%
- **B** = 83–86%
- **B-** = 80–82%
- **C+** = 77–79%
- **C** = 73–76%
- **C-** = 70–72%
- **D+** = 67–69%
- **D** = 63–66%
- **D-** = 60–62%
- **F** = 0–59%

Class Schedule: Listed below is the tentative schedule; your instructor will inform you regarding changes or specific details.
Tues., Aug. 30—Overview—oral history & your interpretation: Lincoln and Oral History

Thurs., Sept. 1—Read Arnold, Ch. 1-4; Introduction to research project

Tues., Sept. 6—Orientation topic; Introduction to service learning project

Thurs., Sept. 8—Read Arnold, Ch. 5-7; Burlingame, Ch. 1

Tues., Sept. 13—Read Burlingame, Ch. 2-3

Thurs., Sept. 15—In class exam on Arnold and Burlingame

Tues., Sept. 20—Discussion of exam: read Oral History article in class

Thurs., Sept. 22—Orientation topic

Tues., Sept. 27—Read Smith and Holmes, Ch. 1-3

Thurs., Sept. 29—Go to Library for research project during class

Tues., Oct. 4—Read Smith and Holmes, Ch. 4-6

Thurs., Oct. 6—Orientation topic

Tues., Oct. 11—In class exam on Smith and Holmes, Listen to Me Good

Thurs., Oct. 13—Service Learning Project (visit Decatur Public Library, review questions)

Tues., Oct. 18—Discussion of exam: research project—practice with tape recorders

Thurs., Oct. 20—No Class, Fall Break

Tues., Oct. 25—Read Nabokov, Intro and Ch. 1-2; service learning project discussion

Thurs., Oct. 27—Orientation topic

Tues., Nov. 1—Read Nabokov, Ch. 3-5

Thurs., Nov. 3—Read Nabokov, Ch. 6-7

Tues., Nov. 8—No Class, Advising Day

Thurs., Nov. 10—Read Nabokov, Ch. 8-9

Tues., Nov. 15—Take-home essay on Nabokov’s A Forest in Time due; start movie, Last of the Mohicans
Thurs., Nov. 17—Continue movie

Tues., Nov. 22—Finish movie; in class critique of movie and oral history interpretations

Thurs., Nov. 24—No Class, Thanksgiving Break

Tues., Nov. 29—Critique of Last of the Mohicans due; Service Learning project due; presentations in class (3-5 minutes in length)

Thurs., Dec. 1—No class—time to work on research project

Tues., Dec. 6—Finish presentations; presentation on oral history practices

Thurs., Dec. 8—Orientation topic

Tues., Dec. 13—TBA

Thurs., Dec. 15—Tues., Dec. 20—Semester Exams

Semester Exam—Research project due (oral history essay and historical context essay). Presentations will be given by each individual on their topic (7–10 minutes in length).
“Oral History”
IN 140-12
MWF, 12:00-12:50pm
Prof. Amanda Podeschi, apodeschi@millikin.edu
Office: ADC (Alumni and Development Center); ph # 424-3506
Office Hours: MWF—8:00–11:00am, TTh—10:00–1:00pm (or by appointment)

Schedule:

Wed., Aug. 31—

Fri., Sept. 2—

Mon., Sept. 5—NO CLASS

Wed., Sept. 7—

Fri., Sept. 9—

Mon., Sept. 12—

Wed., Sept. 14—

Fri., Sept. 16—

Mon., Sept. 19—

Wed., Sept. 21—

Fri., Sept. 23—

Mon., Sept. 26—

Wed., Sept. 28—

Fri., Sept. 30—

Mon., Oct. 3—

Wed., Oct. 5—

Fri., Oct. 7—

Mon., Oct. 10—
Wed., Oct. 12—

Fri., Oct. 14—

Mon., Oct. 17—
Wed., Oct. 19—

Fri., Oct. 21—**No Class, Fall Break**

    Mon., Oct. 24—

Wed., Oct. 26—

Fri., Oct. 28—

Mon., Oct. 31—

Wed., Nov. 2—

Fri., Nov. 4—

Mon., Nov. 7—

Wed., Nov. 9—

Fri., Nov. 11—

Mon., Nov. 14—

Wed., Nov. 16—

Fri., Nov. 18—

Mon., Nov. 21—

**Wed., Nov. 23—No Class, Thanksgiving Break**

Fri., Nov. 25—**No Class, Thanksgiving Break**

    Mon., Nov. 28—

Wed., Nov. 30—

Fri., Dec. 2—**No Class, work on projects**
Mon., Dec. 5—

Wed., Dec. 7—

Fri., Dec. 9—

Mon., Dec. 12—

Thurs., Dec. 15—Tues., Dec. 20—**Semester Exams**

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**Disposable Animals**  
University Seminar Sections: IN140-15 & IN140-16 (Shilling 409)

| Instructor: Dr. D. Rene' Verry  
Office: Shilling 423F  
Phone: 424-6398  
rverry@millikin.edu | CWRR1 Faculty & Orientation Leaders  
CWRR1 Section 15: Prof. Stephen Frech  
OL: Monique Jenkins & Beau Hanger  
Section 16: Prof. Megan Woosley  
OL: Ray Mendez & Breanna Bradbury |
|---|---|
| **Class Schedule:**  
IN140-15 10:00-10:50 MWF  
IN140-16 11:00-11:50 MWF  
PS305-01 1:00-1:50 MWF  
PS202-01 2:00-3:15 T/Th | **Office Hours:**  
M & W 8:30-9:30 am  
T & Th 1:00-2:00 pm  
or by appointment. |
| **Service Learning Site:**  
Homeward Bound Pet Shelter  
1720 Huston Dr, Decatur, IL 62526  
Shelter Director: Vicki Sheets | Shelter: 876-1266 or 876-1358  
homewardboundpetshelter02@yahoo.com |
| **Course Materials:**  
Course Description:

What's the difference between an animal control facility, a private shelter, or an animal sanctuary? Why are millions of dogs and cats destroyed every year? What can you do to reduce the pet surplus problem? What kinds of laws should govern pet keeping and breeding? What are your responsibilities as a keeper of pets? How do animal shelters mirror who we are and what we value? Over the course of the semester, we will read and dialogue about the significant ways animals impact our lives, and we theirs. We will also examine how animal shelters reflect our beliefs and values about animals. In the process, you will have ample opportunities to compare life at the Shelter with life at Millikin, and you may be surprised at the parallels! The Service-Learning component will be completed at the Homeward Bound Pet Shelter, a private, no-kill facility in Decatur.

By the end of the semester, you should be able to (1) describe the evolving mission of animal shelters, (2) describe and evaluate human-animal relationships, (3) reflect upon and discuss how culture is mirrored through its institutions and relationships with animals, and (4) reflect on the consequences of your beliefs and values about animals.

Course Objectives:

Welcome to college and Millikin University! If Charles Dickens spoke about the college experience, he might well say “It will be the best of times, and the worst of times; you will simultaneously live in an age of wisdom and an age of foolishness; you will be asked to believe many things, at the same time you will be asked to be skeptical (often by the same person); you are all going directly to heaven, you are all going the other way; indeed you have everything before you and nothing before you; and what you have, depends on what you do with your college experience” (rewording of the introduction from A Tale of Two Cities).

University Seminar is our way helping you understand and fit into the intellectual, emotional, and social parts of college life, a sort of trusty tour guide that will point you in the right direction and be a useful reference throughout your college career. There are four key components to the University Seminar:

1. critical thinking and moral reasoning,
2. oral and written communication,
3. opportunities to learn about yourself and others through service, and
4. strategies for dealing with issues you will face as a college student.

While at first glance these 4 components seem to be very different, but they are in fact interdependent parts of a successful college experience, and impact the 3 MPSL Questions - Who am I? How can I know? and What should I do?
How can I know? One of the hallmarks of a Millikin education and a key part of the University Seminar is our emphasis on critical thinking and moral / ethical reasoning. Since knowledge is our starting point, we will work on refining your ability to search, locate, and evaluate the quality of information from traditional sources (e.g., journals, books, interviews, newspapers) and current technology (e.g., web search engines, on-line abstracts, software). You will hone your critical thinking skills by using this knowledge to question assumptions, construct logical arguments, pose solutions to problems, and evaluate the soundness of these arguments and solutions. Another crucial skill is your ability to convey information efficiently and effectively. Through various class assignments, you will further develop your oral and written communication skills to organize and share information with others through individually (class discussions) and in groups (team presentations). Because technology will be an integral part of your learning and work skills (e.g., web handouts, transparencies, PowerPoint presentations, etc.) you will be able to accomplish two objectives simultaneously - (1) demonstrate a number of technology proficiencies and (2) develop artifacts for your student portfolio (a tangible demonstration of your knowledge, skills, and abilities to your teachers and future employers).

Who am I? As you learn about pet keeping and animal shelters, questions of morality, ethics and self-definition will arise. You will move from "knowing facts" to "understanding" - discerning the meaning and importance of knowledge - which in turn leads to a moral imperative of action. What rights do animals have? What is the worth of animal life? When animal interests are at odds with human interests whose should prevail? Mohandas Gandhi once said "the greatness of a nation can be judged by the way its animals are treated..." As we look pet keeping and animal shelters, we will see our values and actions mirrored back to us. What will the mirror tell us about who we are, individually, as a nation, and as a species?

You will have ample opportunities to develop your oral and written communication skills through class discussions and presentations. Everyone normally experiences a bit of apprehension in public speaking situations, and you will learn concrete strategies for managing your apprehension to become a more effective speaker. By the end of the semester, you will be more skilled at active listening, and better at seeking and understanding the perspective of the other (e.g., less egocentric). Through practice, you will become a more articulate speaker who exhibits a competent grasp of the language and use of nonverbal cues (e.g., voice level, eye contact, posture) when presenting information in formal (group presentation) and informal (class discussions) settings. You will also come to understand the many different roles in groups that are crucial to the success of team work.

Service-Learning will offer you opportunities to explore the question What should I do? Service-Learning is different from volunteerism, that is, just providing needed community services. In contrast, Service-Learning equally weights service and learning by providing a context for connecting learning and practice - applying what you learn in class to
service the needs of the pet shelter, and then reflecting about these experiences, in class and on your own. There are many roles in the Service-Learning experience:

You, the student, are there to learn about the mission of pet shelters and the problems they face in accomplishing that mission. Your learning experience is also enriched by alternative ways of engaging the material. As you reflect on your experiences at the pet shelter, think about how the ideas you read about and discuss in class manifest in the real world (e.g., relinquished adult pets, unwanted litters). Linking your knowledge with your observations of the real world will enable you to better understand the perspectives of others, as well as develop a more complete view of "how the world works."

The agency (i.e., Homeward Bound Animal Shelter) benefits by having committed volunteers like you provide services that they cannot otherwise afford - your actions within these institutions enrich both the lives of the animals and people in the community.

The Community benefits both from your efforts and the opportunity to see the real, complex you! You are more than just a college student, yet the University is sometimes like an island or "Millibubble." Through community outreach, partnerships form and everyone gains a better, more complete sense of each other.

The Professor is also an active participant in Service-Learning. I lead by doing - I am the Chair of the Advisory Committee of Homeward Bound Pet Shelter to Macon Resources (our parent organization), and I work on a number of projects for the shelter (e.g., fundraising, dog training, adoptions, educational programs, etc.). Like you, I apply my knowledge and skills to work to improve a community problem - the surplus pet population.

The integration of your class readings and discussions with your Service-Learning activities will increase your intellectual curiosity and risk-taking, broaden your understanding of service, social justice and civic responsibility, and increase your respect for the dignity of all lives.

Finally, and no less important than the other learning goals, University Seminar is an introduction to college life that is intended to help you build a solid social and intellectual environment in which you can thrive, take risks, and realize your aspirations. University Seminar will provide you with a supportive forum for sharing your concerns about college life - balancing your social life with your studies, handling stress, interacting within a multicultural environment, acting in sexually responsible ways, establishing healthy lifestyles and wellness strategies, studying effectively, negotiating with roommates, finding and using academic services, etc. Each week, one of our class meetings will be devoted to dealing with
your questions, concerns, frustrations, and strategies for adjusting to the challenges of college life. Your student Orientation Leaders and I are ready and eager to assist you. We will serve as your teachers/guides for many of the more social and emotional orientation issues we will discuss in class. I am also here to assist you in feeling "at home" at Millikin - if you have any concerns or questions please chat with me during or after class.

In sum, University Seminar is our intentional way of welcoming you and helping you to be a full member of the academic and local community, with all the attendant rights and responsibilities. Welcome to the next stage in your journey to professional excellence and integrity!

**Course Requirements & Grades:**

Your course grade is based solely on your performance and the number of points you accumulate. I will use the Blackboard grade book to keep a record of your grades. You can view your grades at any time in Blackboard by going to Student Tools and clicking on the grade book icon. Blackboard will display a complete copy of your grades.

**Special Needs:** In compliance with the Americans with Disabilities Act, reasonable accommodations will be made for students who require special assistance due to a disability. If you require assistance, please contact the Learning Enhancement Center (Woods Suite 5, 362-6424), provide the required documentation, and we will work together to meet your needs.

Assigned work is due at the beginning of class. Late work will be assessed a full letter grade deduction for every day it is late starting with the missed class deadline. Be forewarned, backup your work frequently and save it to your H drive space on the Millikin University mainframe as computer discs and computers can and do crash or develop viruses. Develop a filing system where you keep your homework, syllabus, assignments, course notes, and other class materials together. Do not procrastinate, you are more than likely to have conflicts meeting class deadlines when the unexpected happens (e.g., illness, family gatherings, athletic event date change, etc.). Only extreme circumstances will merit consideration, and I reserve the right to reject your request for an extension.

- **Reading Assignments:** It is crucial that you read the assignments prior to class discussion. We will be reading from a variety of sources - books, journals, magazines, and the internet. My intent is to broadly expose you to the various sources of available information and help you evaluate the quality of this information. I want you to develop an appreciation for the various resources and tools that are available to ask and answer questions. **Focus on the issues and implications of the material you read.** Adopt a **skeptical outlook** (i.e., critical, questioning & curiosity) as **you read.** I will do my best to keep to the schedule, but if we need to spend more time on some topic we'll adjust the schedule accordingly. **You are responsible for noting any schedule changes**
announced in class or via Blackboard or email. You will receive a separate sheet of reading assignments and this will also be posted to Blackboard.

- **Attendance & Participation (4 points per class meet):** I expect you to attend class, come prepared (paper & writing instrument), and actively participate. Regular, well-informed class participation helps you better understand and examine the material from different perspectives, prepare your for the writing assignments and tests, and draw your attention to ideas you may have missed. I firmly believe that each of you has something interesting and meaningful to say about our readings and your service experiences. Your impressions and perspectives matter! Excellent participation means that you express yourself, honestly and respectfully, and in turn, genuinely and respectfully listen to others. When offering input or asking a question, try to ground your question or comment by referring to your source or experiences. This process will help others to better understand your comments. "How you say something" really does matter! It is important to realize that tension, impatience, disbelief, disagreement are likely to surface in our group discussions. This is to be expected when people are talking about things that matter to them, when there are multiple solutions, or issues are personal. I will do my best to create classroom environment that is fair, respectful, and supportive of genuine dialogue. I will evaluate your class participation as conscientiously as I know how, and welcome you to meet with me if you have any concerns. Given the limits of class time, make sure your comments substantive, rather than distracting or trivial. Work to balance your time spent talking with your time spent listening, as everyone, myself included is both a learner and a teacher. The attendance roster will be circulated at the beginning of each class session. It is your responsibility to make sure you sign the attendance roster, especially if you arrive late. Do not sign-in someone else who is absent as that will be considered cheating. Excessive absences will be reported to you, your advisor, the registrar, and the Office of Student Development in an attempt to forestall your failure. **If you are absent from class, regardless of the reason, you will lose the 4 participation points for that class.**

- **Exercises (10 points per exercise):** To help clarify, supplement, and / or assist your understanding of the material, you will participate in a variety of in-class exercises, demonstrations, role-playing exercises, etc. Realize that there is not a single, best, right answer, these are divergent thinking exercises designed to develop your critical thinking skills. As in the real world, information is incomplete and sometimes contradictory, and consequently there are typically a number of potential solutions depending upon your focus or emphasis of the facts. Make sure that everyone has an opportunity to participate, because the quality of your decisions will be better when multiple perspectives are examined.

- **Reflection Papers (20 points per paper):** To foster your critical thinking skills and facilitate class discussions, you will write a series of short 2-3 page papers that will help you reflect on the course issues and topics by integrating your Service-Learning experiences, readings, and personal perspectives. **I will not accept handwritten work,**
type and bring a hard copy to class or submit it as a Word attachment in an email. Each paper should be typed using 1 inch margins, and be free of grammatical and syntax errors. Please seek the services of the Writing Center for writing better papers at http://www.millikin.edu/wcenter/ 

- **LiveText portfolio (100 points):** As part of your Millikin Experience, you will be introduced to the portfolio software that we will be using over the 4 years you are enrolled at Millikin. Although you are part of a pilot project, using the freshman seminar classes, the School of Education has been using LiveText as their majors portfolio management system for 3 years now, and it is widely used across the nation. Think of a portfolio as a collection of work samples you could show a potential employer or graduate school, as documentation for an award, scholarship, or internship, and to demonstrate that you've accomplished your learning objectives for the fulfillment of your Millikin degree. You will receive this software package free of charge (Title III grant is paying for your first year). We'll talk about this software package more in class and you will have instruction in using it. You responsibility will be to write your papers and store them in an electronic format (Word) that can then be saved in LiveText. I am really excited about this opportunity and you will be getting a head start on the rest of freshmen and upperclassmen.

- **Campus Activities (10 points per activity):** Over the course of the semester, the Orientation Leaders will identify extracurricular events (e.g., concerts, speakers, movies, etc.) which we will do as a group activity. **You will be expected to attend 5 events out of all of the options**, and then write a brief paper (several paragraphs) on the event: what was it, what did you learn, how did it effect you. Don't put your choices off till the end of the semester, or you will likely miss out on acquiring all the points for this course requirement.

- **Service Learning (SL) Experience:** You will work a total of 24 (10 points per hour worked) hours during the semester at HBPS. You will contact HBPS directly to arrange your schedule for working at the Shelter by calling 876-1266. Schedule your transportation needs for the following week before 9am on the preceding Friday. You can get the transportation request and check the confirmation of your reservation by using my Blackboard external link or by going directly to the Career and Experiential Education Center webpage at:

  http://www.millikin.edu/ceec/student/servicelearning/SLtransportation.asp

Ideally, you should try to schedule the same time each week so the Shelter can plan their staffing needs more efficiently. This will also facilitate your travel arrangements to and from the Shelter, as you can schedule all of your transportation needs to the shelter once, but only if you have the same weekly schedule! Before visiting the Shelter to work, go to Blackboard and click on Course Documents. Once there, click on
the Homeward Bound Pet Shelter folder and you can then click and print out a copy of the work log. Take your Service-Learning work log with you every time you go to work at the Shelter. **Remember that you need to have a Shelter staff member sign (i.e., certify your hours) on your work log each time you visit, AS WELL AS log in and out on the Shelter time card system.** I intentionally selected the HBPS as our service site so that you will be able to experience first hand the material you are reading and discussing in class. Your class notes, the reading materials, your work log, papers, and your class discussions should help you organize and write your final reflective summary paper about your service experience, due at the end of the semester.

- **Service Learning Paper (100 points):** The SL Paper is a summary paper in which you will reflect on experiences at the Shelter, how they've affected you, and what you've learned this semester. Your SL Paper should specifically address such topics as: how your work at the animal shelter influenced your current attitudes on the animal-human bond, your current personal attitudes towards animals, your perspectives on the people who work/volunteer at the shelter, your perspectives of persons who adopt from shelters and who relinquish pets to shelters, and the consequences of our choices and actions on companion animals. Equally important, your SL Paper should examine how your class and service experiences have affected your understanding of who you are, and what you can accomplish as a community member. Your SL Paper should be typed, double-spaced, use 1 inch margins, 12 point font, and contain at least 4 pages of text (there is no penalty for reflection papers that exceed 4 pages). I will be very strict about this basic requirement, and will penalize papers that are under the 4 page minimum, use improper margins or large font to "stretch" the text. **Summary Reflective Papers that fail to meet the minimum requirements will receive a grade of “F.”**

- **Team Presentation & Group Paper (150 points):** In addition to your participation in class discussions, your oral presentation requirement will be satisfied by your team presentation and group paper. In consultation with me, each group (2-4 member teams) will choose a topic dealing with an companion animal issues (e.g., spay/neuter programs, puppy mills, licensing, special adoption programs, animal abuse, etc.). I will assist you in finding sources and guide you on the depth of topic. Your team will consist of a self-selected group of 2-3 people from your class. After you meet with me to select a topic, you will then meet with your group outside of class, as needed, to divide the workload and create an edited paper. Everyone on your team will develop a substantive part of the presentation and written paper. Each team will report during the last week of class and will be 10 minutes per team member to make the oral team report (total presentation time dependent on team size). The written team report will consist of a typed paper which includes: (1) a cover page with a report title and list of team members, (2) a contributions page that describes the work that each team member
contributed to the presentation and paper, (3) the body of the paper which describes your thesis, supporting evidence, and recommendations, and (5) references. I will require progress outlines and section drafts to ensure that groups are not surprised at the end by team members who drop the ball. Team reports are best written in stages, with each member first writing their own section so that when you meet as a group, you can figure out how to best edit these perspectives into an integrated, flowing paper. The final version of your typed report should be double-spaced, use 12 point font, have 1-inch margins and be approximately 8-10 pages in length of text (excluding the cover page and appendix in your page count). Each team member will receive a separate grade on their oral presentation, but receive a shared or common grade for the written report.

- **Tests (50 points each):** You will have 2 tests (e.g., a midterm and final exam). The 2 in-class tests will consist of essay questions. The tests are designed to show me that you have read, understood, and can apply the information you are learning about pet shelters. The registrar will set the date and time for the final exam.

**COURSE GRADE POINTS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Campus Activities</td>
<td>50</td>
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<tr>
<td>Exercises</td>
<td>50</td>
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<tr>
<td>Live Text Portfolio</td>
<td>100</td>
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<tr>
<td>Participation/ attendance</td>
<td>176</td>
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<tr>
<td>Reflection Papers</td>
<td>200</td>
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<tr>
<td>Service-Learning Hours</td>
<td>240</td>
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<tr>
<td>Service Learning Report</td>
<td>150</td>
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<tr>
<td>Exams</td>
<td>100</td>
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<tr>
<td>Team Presentation</td>
<td>75</td>
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<td>Team Paper</td>
<td>75</td>
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<td><strong>Total Course Points</strong></td>
<td><strong>1216</strong></td>
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**Academic Dishonesty & Classroom Etiquette:**

Both the University and I take a dim view of cheating and plagiarism (see MU Student Handbook). Cheating refers to such behaviors as: giving or receiving answers on a test, submitting another student's work as your own, assisting another student when the assignment is an individual assignment, etc. Plagiarism, a type of cheating, includes behaviors such as: failure to reference a direct quote, claiming others ideas...
as your own, paraphrasing that closely resembles the source, etc. Violation of the academic dishonesty policy will result in the most severe penalty permitted me for that infraction. In addition, any act of academic dishonesty will be reported to your advisor, dean, and a letter to this effect may be placed in your academic file.

While you are in class please refrain from personal conversations with your peers, talking while questions are being asked or answered, doing homework for another class, sleeping, etc. Such behaviors are rude and disruptive to other students and myself. I will ask you to leave class if you fail to correct inappropriate behavior once warned. Try to be on time for class and do not to "pack-up" until the session is over. If for some reason you will be late, enter class as quietly as possible -- I would rather you be late than absent. If you must leave early, please sit in the front near the door so that your exit will not be disruptive. If you must leave to go to the bathroom, get a drink of water, etc. do so as quietly as possible. I will not embarrass you or call attention to you coming or going.
## Disposable Animals IN140 Sections 15 & 16 Course Outline

<table>
<thead>
<tr>
<th>KEY</th>
<th>PS = Pet Surplus, DSD = Don’t Shoot the Dog, H = Handout</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td>Aug 24</td>
<td>Introductions &amp; ELS Trust Course - Getting to Know Your Classmates.</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Aug 29</td>
<td>Day of Service. Convocation at Kirkland.</td>
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<tr>
<td>Aug 31</td>
<td>Cover Syllabus.</td>
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<tr>
<td>Sept 2</td>
<td>Conduct survey. In-class demonstration on Outcomes.</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>Sept 5</td>
<td>Labor Day Holiday - NO SCHOOL.</td>
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<tr>
<td>Sept 7</td>
<td>Library Introduction. In-class demonstration on Training. Shelter scheduling.</td>
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<tr>
<td>Sept 9</td>
<td>In-class demonstration on Training. Discussion of DSD - Chapter 1.</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>Sept 12</td>
<td>Discussion of DSD - Chapter 2 (up to Shaping Shortcuts).</td>
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<tr>
<td>Sept 14</td>
<td>Discussion of remainder of DSD Chapter 2.</td>
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<tr>
<td>Sept 16</td>
<td>UO Student Leaders Program - Academic Strategies.</td>
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<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td>Sept 21</td>
<td>Live Text Presentation &amp; Demonstration</td>
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<td>Sept 23</td>
<td>Discussion of DSD - Chapter 3 (From &quot;Stimuli&quot; thru &quot;Anticipation&quot;). In-class demonstration of discrimination.</td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>Sept 26</td>
<td>Discussion of DSD - Chapter 3 (rest of chapter). In-class demonstration of the Doorway exercise.</td>
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<tr>
<td>Sept 28</td>
<td>Discussion of DSD - Chapter 4 (From beginning thru Method 4 - Extinction)</td>
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<tr>
<td>Sept 30</td>
<td>Discussion of DSD - Chapter 4 (From Method 5 - Incompatible Behavior to end of chapter).</td>
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<td><strong>Week 7</strong></td>
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<tr>
<td>Oct 3</td>
<td>Discussion of DSD - Chapter 5.</td>
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<tr>
<td><strong>Oct 5</strong></td>
<td>UO Student Leaders - Healthy Relationships</td>
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<tr>
<td>Oct 7</td>
<td>Discussion of H = From Pets to Companion Animals... and H = The Role of Animal Shelters in Controlling Pet Overpopulation</td>
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<tr>
<td><strong>Week 8</strong></td>
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<tr>
<td>Oct 10</td>
<td>Discussion of PS = Foreward &amp; Chapter 1.</td>
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<tr>
<td>Oct 12</td>
<td>Discussion of PS = Chapter 2 (pp. 32-47)</td>
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<tr>
<td>Oct 14</td>
<td>Discussion of PS = Chapter 2 (pp. 48-70)</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>Oct 17 Discussion of PS = Chapter 2 (pp. 70-84).</td>
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<tr>
<td>OCT 19 TEST 1</td>
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<tr>
<td>Oct 20-23 Fall Break - NO CLASS</td>
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<tr>
<th>Week 10</th>
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<tbody>
<tr>
<td>Oct 26 Discussion of PS: Chapter 3 (pp. 85-107)</td>
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<tr>
<td>Oct 28 Discussion of PS: Chapter 3 (pp. 107-124)</td>
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<tr>
<th>Week 11</th>
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<tbody>
<tr>
<td>Oct 31 UO Student Leaders - Diversity</td>
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<tr>
<td>Nov 2 Discussion of H: “Factors Associated with The Decision to Surrender a Pet to an Animal Shelter”</td>
</tr>
<tr>
<td>Nov 4 Discussion of H: “Determining Factors for Success Adoption of Dogs from an Animal Shelter”</td>
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<th>Week 12</th>
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</thead>
<tbody>
<tr>
<td>Nov 7 Discussion of H: “Prediction of Adoption Versus Euthanasia Among Dogs &amp; Cats in a California Animal Shelter”</td>
</tr>
<tr>
<td>Nov 8 Advising day - make appointment with advisor to develop spring schedule.</td>
</tr>
<tr>
<td>Nov 11 Discussion of PS: Chapter 4 (pp. 125-140)</td>
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</tbody>
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<tr>
<th>Week 13</th>
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<tbody>
<tr>
<td>Nov 14 Discussion of PS: Chapter 4 (pp. 140-168)</td>
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<tr>
<td>Nov 16 UO Student Leaders - Wellness</td>
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<tr>
<td>Nov 18 Discussion of PS: Chapter 4 - (pp. 168-192).</td>
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<tr>
<th>Week 14</th>
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<tbody>
<tr>
<td>Nov 21 Discussion of PS: Chapter 4 Commitment (pp. 192-225)</td>
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<tr>
<td>Nov 23-27 Thanksgiving Break</td>
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<tr>
<th>Week 15</th>
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<tbody>
<tr>
<td>Nov 28 Companion Animal Laws &amp; Guest Speaker.</td>
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<tr>
<td>Nov 30 UO Student Leaders - Citizenship</td>
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<tr>
<td>Dec 2 Team Reports</td>
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<tr>
<th>Week 16</th>
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<tbody>
<tr>
<td>Dec 5 Team Reports</td>
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<tr>
<td>Dec 7 Team Reports</td>
</tr>
<tr>
<td>Dec 9 Team Reports &amp; Service Learning Paper due.</td>
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<tr>
<th>Week 17</th>
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<tbody>
<tr>
<td>Dec 12 Written Team Papers due. Final Exam Review.</td>
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</table>
Goals:
1. To gain competency in oral communication.
2. To do a service learning project.
3. To take part in orientation classes.
4. To understand that there is more than one side to every issue.

Grading:
Speeches: 45% (combined)
   3 speeches: 5% each
      Introductory speech
      Recitation
      Impromptu Speech
3 speeches: 10% each
   Speech to Inspire
   Instructional Speech
   Pro–Con Speech
Service learning: 20% (based on attendance, participation, and journal)
Papers: 10%
Speech responses: 10%
Orientation: 5%
Final exam: 10%

Policies:
Service Learning:
At Millikin: 18 hours (full credit); 16 hours (15/20%); 14 hours (10/20%); 12 hours (5/20%); less than 12 hours (no credit)
At the library: 12 hours (full credit); 10 hours (15/20%); 8 hours (10/20%); less than 8 hours (no credit)
Basically show up when you are scheduled and take part.
If you miss two appointments without letting Mrs. Pangrac know, you will lose your 20% credit.
If (1) Julie Pangrac calls and tells you your student will not be coming in, you will get credit for the time you would have spent with your student, or (2) if you show up and your student does not come, you get credit for the time you would have spent with your student.
You MUST get the signature of someone at Project READ on your record sheet to get credit for your time.
Journal: Reflect on each visit (100–150 words each visit).

Speeches:
You must give your speech at your scheduled time. If I have to reschedule your speech for whatever reason, I will TRY to do so (no guarantees), but you will receive AT MOST 50% of the credit you would have received. There will be no exceptions, no excuses. Be ready on time—it’s a life requirement if you want to succeed.
As noted above, 10% of your grade comes from “speech responses”—your evaluation of your classmates’ speeches. There are six speeches; you will get 2% credit for each response. This means you can miss one speech and still get full credit.

Attendance:
If you miss class, you cannot make up the work (except if you miss a speech and then only with 50% credit). Be in class.

Redo’s: You can redo a speech IF we have time to fit it in (no guarantees), but you can go up in credit only halfway to full credit. (If you received 6/10, you can go up to 8/10, never all the way to 10/10).
Schedule:

Tuesday, August 30: Planning a speech
Thursday, Sept. 1: Planning a speech

Tuesday, Sept. 6: Introduction Speech
Thursday, Sept. 8: Introduction Speech

Tuesday, Sept. 13: Prep for Speech to Inspire
    Evaluating a Speech (general)
Thursday, Sept. 15: ORIENTATION (1)

Tuesday, Sept. 20: Project READ (Julie)
Thursday, Sept. 22: Speech to Inspire

Tuesday, Sept. 27: Speech to Inspire
Thursday, Sept. 29: Prep for Speech to Instruct
    Evaluating a Speech (sports)
    Project READ journals due

Tuesday, Oct. 4: Speech to Instruct
Thursday, Oct. 6: Instructional Speech
    Prep for Recitation

Tuesday, Oct. 11: ORIENTATION (2)
Thursday: Oct. 13: Recitation

Tuesday, Oct. 18: Recitations
Thursday, Oct. 20: Fall break

Tuesday, Oct. 25: Test: Project READ discussion (yes)
Thursday, Oct. 27: ORIENTATION (3)

Tuesday, Nov. 1: Evaluating a speech; prep for pro-con
Thursday, Nov. 3: Prep for pro-con

Tuesday, Nov. 8: Pro-Con Speeches
Thursday, Nov. 10: Pro-Con Speeches

Tuesday, Nov 15: ORIENTATION (4)
Thursday, Nov. 17: Test on persuasion;  
    Project READ discussion  
    Journals due

Tuesday, Nov 22: ORIENTATION (5)  
Thursday: THANKSGIVING

Tuesday, Nov. 29: Prep for impromptu speeches

Thursday, Dec. 1: **Impromptu Speeches**  
    10 minutes to prepare; 3-min speeches;  
    10–12 each class)

Tuesday, Dec. 6: **Impromptu Speeches**  
Thursday, Dec. 8: Catch-up day

Tuesday, Dec. 13: Last day  
    Project READ journals due

Dec. 15–20: Final exam:  
    *Speak Like Churchill*  
    Persuasive tactics  
    Seeing both sides  
    Orientation topics

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MILLIKIN UNIVERSITY  
IN 140–23 University Seminar  
Wear Sunscreen

**Credit Hours:** 3 semester hours  
**Class Times:** M, W, F– 9–9:50  
**Professor:** Tisha Hess, MS., ATC/L  
**Office:** Griswold 217  
**Telephone:** 420–6624  
**E-mail:** thess@mail.millikin.edu

**Course Description:**
This seminar will focus on preparing oneself for life’s professional and personal trials, tribulations, and treasures. Class assignments, collaborative projects, self reflections, and service learning will assist in developing the understanding and accepting the fact that in life, sometimes you get burned, but other times you come away with a really awesome tan.

**Required Text:** *Your Brain*

**Grading:**
- Midterm Exam
- Practical/Written Quizzes
- Attendance
- Service Learning Project
- Final Exam
- Random assignments
- Presentations

**Exams are non-comprehensive, unless otherwise specified.**
**Written assignments should be typed.**
**One class period per topic will be led by orientation leaders without my presence.**
**Attendance will be taken. Each class time is worth three points. Accompanying class lecture will be hands-on activities and assignments that are key to understanding the material not only for the test (s), but also for the professional world. More then two unexcused absences will negatively impact your final grade by a minimum of one letter grade.**
**ALL ELECTRONIC EQUIPMENT (cell phones, pagers, etc) should be turned off or on vibrate. If an electronic device goes off in class, consequences will be distributed.**
**Please remove all hats and visors.**

**THERE IS NO EXTRA CREDIT OR MAKE-UPS AVAILABLE!!!!!!!!!!!!!!!**

**Grading Scale:**
- 93 - 100 = A
- 90 - 92 = A-
- 87 - 89 = B+
- 83 - 86 = B
- 80 - 82 = B-
- 77 - 79 = C+
- 73 - 76 = C
- 70 - 72 = C-
- 67 - 69 = D+
- 63 - 66 = D
- 60 - 62 = D-
- <60 = F

**Plagiarism Policy**
The Millikin University Bulletin states that, “plagiarism, is also an unacceptable practice in the academic community. Examples include copying the words of another and presenting them as one’s own, using one’s own words in presenting
another’s ideas but not documenting the source, or providing one’s own material for another to submit as his or her own work. (15)"

This Policy is cumulative and applies for all classes.

First offense:
- The student receives no credit for the assignment
- A letter is sent to the Registrar describing the situation and a copy of the paper.
- The student will not receive an “A” for the course final grade
- Although no personal bias will be held, the student should not ask for a written recommendation from me.

Second offense in one class:
- A second letter is sent to the Registrar describing the situation and a copy of the paper. For more information on the implications of this second letter, see the Millikin University Bulletin.
- The student will automatically fail the course.

Third offense:
Action will be taken to expel the student from the University. For more information on expulsion from this second offense, see the Millikin University Bulletin.

My Expectations of you, the student

1) Be Respectful
   - Making sure that your cell phones, pagers, etc are off/ vibrate and that are not answered during class
   - Hats off, please, thank you
   - Holding the door for someone, keeping your lip zipped when someone else is talking, respecting other’s time by saying “Hey, have I caught you at a bad time?”, showing up to class on time, respect for other’s property and belongings by not only your physical action, but your verbal language as well

2) Be honest
   - With yourself and those around you— “Hey, I screwed up.”
   - Don’t pretend to be someone you’re not.

3) Be a humble human being
   - Make educated mistakes
   - Sit in the front row
   - Arrive early/ stay late
   - You were given two ears and one mouth, so that you may listen twice as much as what you say.
   - Love life.
TENTATIVE SCHEDULE
8/25 Introduction, syllabi, schedule, thoughts
8/26 Miscellaneous
8/31 Life
9/2 Life
9/5 Labor Day – No class
9/7 Service Learning Orientation
9/9 Library Information
9/12 Citizenship (ethics, integrity, contribution)
9/14 Citizenship
9/16 Citizenship
9/19 Citizenship
9/21 Citizenship
9/23 Citizenship
9/26 Academic Strategies (choosing a major, advising, studying)
9/28 Academic Strategies (communication, campus resources)
9/30 Academic Strategies (test taking, stress management, time management)
10/3 Academic Strategies
10/5 Academic Strategies
10/7 Academic Strategies
10/10 Diversity (cultural awareness/ curiosity)
10/12 Diversity (hate crimes)
10/14 Diversity (being inclusive, campus resources)
10/17 Diversity activity/speaker
10/19 Diversity (sexual orientation)
10/21 Fall Break No class
10/24 Healthy Relationships (intimacy)
10/26 Healthy Relationships (parents/homecoming/making friends)
10/28 Healthy Relationships (parents/homecoming/making friends)
10/31 Healthy Relationships (sexual assault, sexual harassment)
11/2 Healthy Relationships (love, loneliness)
11/4 Healthy Relationships activity/speaker
11/7 Wellness – physical health
11/9 Wellness – happiness/success
11/11 Wellness – purpose
11/14 Wellness – spirituality
11/16 Wellness – healthy eating/nutrition
11/18 Wellness – healthy eating/nutrition
11/21 Wellness – mental health
11/23 Thanksgiving Break
11/25 Thanksgiving Break
11/28 Wellness – financial wellness
11/30 Service learning project/preparation
12/2 Service learning project/preparation
12/5 Service learning project implementation
12/7 Service learning project implementation
12/9 Service learning project implementation
12/12 Service learning project implementation
12/15–20 Final Exams

University Seminar
Slagell (420-6622)
Fall 2005

Orientation Leaders:

Jason Jarosz
Stephanie Seasly

Lessons from Life: Learning Beyond the Classroom

This seminar will supplement the formal academic classroom and enhance ones personal responsibility for learning through creating self-initiated lessons from life’s circumstances and observation. People, places, nature and events will be explored to discover their contribution in helping us define our goals, determine our degree of happiness, measure our successes, and
establish our worth and well being. Texts will include selections from *Everyday Sacred*, *Tuesdays with Morrie*, *Gift of the Sea*, *Secret Life of Bees*, *Chaotic Harmony*, and stories from Dr. Seuss.

**Required Texts:**
- *Everyday Sacred*
- *Tuesdays with Morrie*
- *Secret Life of Bees*

**Course Content:**

1. **Intellectual Inquiry:** We will be approaching the academic component from a multi-disciplinary approach. Understanding oneself. Our goals and motives in the context of others and the environment through readings, writing and intellectual activity will be our collective objective.

2. **Communication Skills:** Self-expression is an essential skill for professional success and the environment of higher education. Understanding body language, effective voice usage and topic organization enhances self-expression.

3. **Service Learning:** Actively engage in service opportunities. Process activities to develop individual reflection and civic responsibility.

4. **College Topics:** Including but not limited to diversity, healthy relationships, wellness, academic strategies and citizenship.

**Course Evaluation:**

1. Attendance and participation.
2. Written Assignments
3. Co-curricular Activities
4. Service Learning Project
5. Final Exam

**Important Information:**

Attendance is really important in all your classes. If you must miss a class, you should take the full responsibility for finding out what you missed. To this end, I suggest you call a classmate, get the assignment, and come to class prepared for the day's work.

Plagiarism is knowingly handing in the work of others as though you did it yourself, and this includes not only copying language from other writers, but also using the ideas of others without acknowledging your sources. There is no room for plagiarism at the university. The University Bulletin clearly discusses the consequences for academic dishonesty. Just don't!

Students requesting accommodations for disabilities must register with the Learning Enhancement Center. If you have a documented learning disability, or if you suspect you have a learning disability which may impact your opportunity to succeed in this course, call Learning Enhancement Center right away so that you can explore possible ways to reasonably accommodate your learning style.

**September Course Outline (Tentative)**

- 8/31 Syllabus, Expectations, Activity Log, Questions
  - Return Locus of Control
Discuss "Long Walk Home" ... turn in paper  
**Everyday Sacred Reading**  
**Tuesday with Morrie** ... introduction  
**Assignment:** **Right with Culture**  
**Read pages 1-47 in Morrie**  
**Everyday Sacred assignment**

9/07  
**Everyday Sacred sharing**  
Share "Right with Culture"  
**Academic Strategy**

**Assignment:** **Current Events**

**Read pages 48-73 in Morrie**  
**Everyday Sacred assignment**

9/12  
**Everyday Sacred sharing**  
**Tuesdays with Morrie** ... Discussion  
**Lorax Video** ... citizenship

**Assignment:** **Reincarnation**

**Read pages 73-121 in Morrie**  
**Everyday Sacred assignment**

9/14  
**Service Ideas**  
Share Reincarnation  
**ALS article**  
**Everyday Sacred sharing**

**Read pages 123–128 in Morrie**  
**Everyday Sacred assignment**

9/19  
**Quiz on reading**  
**Everyday Sacred sharing**  
"Healthy Relationships"  
**Assignment:** **Reflect on Quote on page 122**  
**Read pages 130 – 158 in Morrie**

9/21  
**Dateline Interview**  
**Assignment:** **The Fifteenth Tuesday ...**  
**Finish Morrie** (if you haven’t)  
Assignment: "The Fifteenth Tuesday ..."

9/26  
**UCB EVENT ... 8:00 ... SPEC ... Toothpick**

9/28  
**Everyday Sacred Activity**

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IN183: Mother Nature under Attack: Will the World Survive?  
11:00–12:15 Tuesday and Thursday (LTSC 208)
Instructor: Professor Roslyn O’Conner

Office & Office Phone/Email address: Leighty Tabor Science Center, Room 216, 424-6240/roconner@mail.millikin.edu

Office Hours: 9-9:30 MWF or by appointment

Textbooks: Ishmael by Daniel Quinn, Developing Ecological Consciousness: Path to a Sustainable World by Christopher Uhl

Orientation Leaders:
Keith Chandler: room=420-6606 or cell=217-855-3174/kdchanler@mail.millikin.edu
Kalyn Thiele: cell=217-972-7321/kthiele@mail.millikin.edu

Seminar Description:
What do we, as a society, know about nature? How do we feel about nature? How do we use nature? What does the future hold for nature? We will try to answer these questions by examining the history, literature, popular culture and science of our relationship to the land and to nature. This course will allow students to explore their own individual relationships with nature as well as examine diverse cultural relationships with ecology and nature through discussions, readings, papers, presentations, and films.

Seminar Goals:
This seminar class will help you develop the following skills that will be used throughout your college career. You will develop:

1. critical and moral reasoning abilities through readings, discussions, journals, papers and exams.
2. oral communication skills through informal and formal presentations and class discussions.
3. strategies for dealing with issues you will face as a college student through interactions with Kalyn, Keith, myself and each other.
4. experiences in learning through community service at the Rock Springs Center for Environmental Discovery.

Seminar Participation:
The focus of this class will be on you, the student, rather than on the instructor. Therefore, I expect you to have read the appropriate material before each class and participate in each class. To be successful in this class, you need to be involved on a daily basis.

Attendance is required and roll will be taken. If you are going to miss class or have missed a class, contact me as soon as possible at 424-6240 and leave a message or you can communicate with me via e-mail. I will check both every
morning. Once you return, it is your responsibility to catch up on all missed assignments and information covered in class.

To emphasize the importance of attendance, penalties are given for missing class often. I give all students three absences for illnesses, field trips, representing the University, interviews, deaths in the family, and other such emergencies. **At the end of the semester, you will lose 2% of the class point total for each absence after the third absence.** As such, two absences past the three I give you will drop you down almost half a letter grade. Five absences past the three I give you will drop you down a full letter grade. Do not allow this to happen to you! For insurance, I recommend that students "save up" their three excuses throughout the semester to use in case of illness and emergencies.

**Course Grading:**

Your grade will be based on the following categories.

<table>
<thead>
<tr>
<th>Land Autobiography</th>
<th>= 25</th>
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<tbody>
<tr>
<td>Nature Journal (10 weeks @ 5 points each week)</td>
<td>= 50</td>
</tr>
<tr>
<td>Service Learning (10 hours @ 10 points each)</td>
<td>= 100</td>
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<tr>
<td>Service Learning Reflection Essay</td>
<td>= 50</td>
</tr>
<tr>
<td>Ishmael Exam</td>
<td>= 50</td>
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<tr>
<td>Reflection Questions (5 weeks @ 10 points each week)</td>
<td>= 50</td>
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<tr>
<td>Formal Presentation</td>
<td>= 75</td>
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<tr>
<td>Final Reflection Essay (IN150 Essay Four)</td>
<td>= 100</td>
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**Total Points**

= 500

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A−</td>
<td>90-92%</td>
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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>B−</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<td>D−</td>
<td>60-62%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<td>F</td>
<td>&lt; 60%</td>
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Syllabus with Orientation Topics*

Tuesday =

8/30 --MBTI Interpretation, Pam Folger at 11:00/Assign Land Autobiography/Nature Journal
--Introduction to Service Learning and *Academic Strategies on Th. 1st

9/6 --Journal Entry#1 Due/“Ishmael” Chapters 1–7 Discussion
--Land Autobiography due on Thursday, 8th.
--Library Instructor Visit on Th. 8th at 11:15

9/13 --Journal Entry #2 Due /“Ishmael” Chapters 8–13 Discussion
---*Wellness on Th. 15th
**Sunday 18th = Dinner at the O'Conners at 6:00

9/20 --Journal Entry #3 Due /Finish “Ishmael” Discussion
--Land Autobiography Informal Presentations

9/27 --Journal Entry #4 Due /“Ishmael” Exam on Tuesday, 27th
---*Diversity on Th. 29th

10/4 --Journal Entry #5 Due /“Ecological Consciousness” Chapters 1 and 2 Discussion
--Nature Writer Informal Presentations

10/11 --Journal Entry #6 Due /“Ecological Consciousness” Chapters 3 and 4 Discussion
--Nature Writer Informal Presentations

10/18 ---*Healthy Relationships on Tu. 18th
--- (no class Th. 20th=Fall Break)

10/25 --Journal Entry #7 Due / “Ecological Consciousness” Chapters 5 and 6 Discussion
--Nature Writer Informal Presentations

11/1 --Journal Entry #8 Due / “Ecological Consciousness” Chapters 7 and 8 Discussion
--Scheduling consultations on Th. 3rd to prepare for Advising Day.

11/8 -- (no class Tu. 8th=Advising Day)
--Nature Writer Informal Presentations
11/15 --Journal Entry #9 Due /“Ecologic Consciousness” Chapters 9 and 10 Discussion

11/22 -- *Citizenship on Tu. 22
       -- (no class Th. 24th=Thanksgiving)

11/29 --Journal Entry #10 Due/“Ecologic Consciousness” Chapters 9 and 10 Discussion
       --Persuasive Formal Presentations

12/6 --Persuasive Formal Presentations

12/13 --Persuasive Formal Presentations and Evaluations/ (no class Th. 15th)

Final Exam Day—Final Essay Due/Discuss Final Essay

University Honors Seminar --IN 183–05

Creative Play

Autumn 2005

Instructor: Denise Myers
Office hours: 10–11 M/W, 10–12 F
or by appointment

Office: 210E Shilling
Office phone: 424–5097
dmyers@mail.millikin.edu

Orientation Mallory Neese
Leaders cell: (217) 440–9084

Trevor Huetteman

mneese@mail.millikin.edu
thuettemann@mail.millikin.edu

Mallory and Trevor are Millikin Honors students who have been trained to assist with facilitating this class. We are all available to help you with your transition to college life at Millikin and to answer any and all questions that you may have. Please use us!

Course Description:
Fundamentally, this class serves to introduce you into Millikin’s academic community, its intellectual as well as social components. Our exploration of Creative Play will provide the means for you to develop
16. critical and moral reasoning abilities
17. oral communication skills
18. strategies for dealing with issues you will face as college student
19. experiences in learning through service

**Course Objectives:**
My immediate hope is that the class allows you:

To learn within a vibrant, collaborative and supportive community of scholars, a rich variety of curious and multi-talented individuals who work individually as well as come together to question, to unravel, and to challenge—eventually to create new ideas and meaning.

To develop a variety of communication skills which are vital to a scholar's ability to collaborate with others in different communities effectively.

To use technology effectively to organize and present knowledge so as to share questions and ideas with others.

To begin inquiry into three core questions: Who am I? How can I know? What should I do? You will consider these questions many times throughout your lifetime; in this course you will have the opportunity to explore you through the point of view of how you play in life.

To investigate co-curricular opportunities as a vital enhancement of a university life

To establish a practice of physical exercise to better balance the life of the mind with the life of the body; to discover how to balance and integrate creative play along with your work.

My ultimate hope is that you embrace the adventure of life long learning:

4. becoming relentlessly curious about life
5. enthusiastically learning from both your successes and your mistakes
6. delightfully expanding your appreciation of the world through your senses
7. growing bulldog-like in your embrace of ambiguity as part of the process
8. grappling with questions both logically as well as creatively
9. developing robust, respectful connections between your mind, body and spirit
10. insightfully discerning the correlation between ideas, circumstances and experiences.

**Expectations**
There will be no formal tests or quizzes in this class—your willingness to be a collaborative learner will influence the quality of your projects, participation in class discussions, presentations, postings, and in-class work. Your grade will reflect how you have invested in the success of this course for everyone (professor included). Engage the ideas, engage your fellow students, and engage the professor. "Every good student is a potential teacher. Every good teacher is always a student." I expect that you will participate at your highest level for the sake of your own growth and development, and to contribute to the learning of others. I hope that you will enjoy what you do here.

Excellent participation in this class requires that you be here, and are prepared. You are expected to participate actively by expressing your thoughtful ideas and questions as well as by respectfully listening to the contributions of others. Strive to find the balance in these two activities during every class discussion.

If work is due in class, it is due at the top of class, that is, at 9:30am. If you are sick, send your work with someone in the class or slip it under my office door before 9:30am on the day that it is due. I will make sure that all due dates and times are clearly stated with each project.

Late work turned in after the stated time will be accepted for a grade no higher than D.

I do understand that extraordinary circumstances do occur on rare occasions; please see me before a due date if you need special consideration.

Warning!!!! Computers somehow know you are pushing to print out an assignment 10 minutes before class…If you have trouble with procrastination, see me for help…now.

Written work needs to be stapled. Please no paperclips, bent corners, or loose pages.

Each absence beyond two will lower your grade a step, i.e., B+ would change to a B, a B to a B−

We have a packet of readings, crayons, and folder rather than a text. The cost is $5.00.

Projects
• Attendance at 7 university events—35 points
  - KFAC event
  - Athletic event
  - Music performance
  - Lecture
  - Art show
  - Club meeting
  - Theatre or Dance Performance

Record the events as you attend them. You are on the honor system here: I am simply asking you to attend these events to give you a broad overview of the
types of opportunities a university offers. The attendance sheet will be a part of
your web portfolio and needs to be completed by the final day of class

• Advising worksheet -- 5 points. Due: September 8

• Service Learning with Children’s Museum -- 65 points
  goals: Posted through portfolio: September 22
  BOOSEUM: October 21, 22, 27, 28, 29, or 30
  final evaluation: posted through portfolio: December 6

• Wellness plan, and the evaluation guidelines will be posted -- 60 points
  Devise plan --Hardcopy due: September 15
  Follow plan, turn in updates through Portfolio --Due: October 13 and November
  15
  Final evaluation of plan through Portfolio --Due: December 8

• Solo speech -- 50 points
  Class discussion of communication skills--October 13
  First draft of speech with worksheet due: October 25
  In-class workshop of solo speech—October 27
  Presentation of speeches, November 3, 10, 15, and 17
  Self assessment posted through Portfolio: December 1

• Final project -- project, and group symposium -- 100 points
  Web site project--due for everyone on November 22
  Symposia -- December 1, 6, and 8

• Postings -- 5 responses on Blackboard Discussion page -- (10 points each) 50 points
  Each posting should be at least 250 words. Topics will be announced and the
  forum for posting will be set up several days before the final due date. If you
  have trouble posting, you may e-mail your response to me, and I will post it for
  you. All postings are due by midnight. No late postings accepted for a grade.
  Posting #1 -- due by midnight, Monday, September 5
  Posting #2 -- due by midnight, Monday, October 3
  Posting #3 -- due by midnight, Monday, October 17
  Posting #4 -- due by midnight, Monday, November 7
  Posting #5 -- due by midnight, Monday, December 12

• Initial Statement of Self as a Player -- 20 points. Due: September 13

• Final Question -- 20 points. Due: tba (week 12/15–12/20)

• Collaborative Learning project -- more information will be given out in class
  -- Questions on 5 Readings - (5 points each) 25 points
  (2 questions per designated reading—e-mail 25+40+30+30ail by 5pm to Denise and
to students leading the day)
• Written plan and leading of class -- 40 points

• Web portfolio -- 30 points, completed by last day of class, December 13

Portfolios are public collections of materials, both personal and professional, that present areas of competence and expertise, and that reflect individual growth. Included are items that exhibit how you have developed in your skills as well as showcase examples of your best work.

Projects to be posted in your portfolio:

- University event attendance sheet
- Wellness plan and 3 evaluations
- Copy of speech with self evaluation
- Service Learning project and evaluations
- Final Creative Play project
- Choice of item from another of your classes

If you are a beginner in working with web pages my hope is that you will develop some basic skills in technology as you put together your portfolio. If you need extra help—SEE ME, and I will make sure that you get it. This project is about learning new skills—you will not be penalized for not using a lot of “whistles and bells” in your initial attempts. Perhaps in the future, you may want to take a more detailed class in Web publishing.

I am very interested in your progress and PROCESS in this class. Feel free to meet with me, contact me by e-mail or to call.

Schedule

I will post any changes in this proposed schedule on the Blackboard Announcements Page

Specific guidelines for projects will also be posted on Blackboard

Tuesday Aug 30 Introduction to syllabus
What does it mean to be educated?
Read: Having a Degree and Being Educated and The Power of Mistakes
Due: Excellence Musing

Blackboard Posting #1—Due by midnight, Monday, September 5
Tuesday Sept 6 How Animals Play
Read: Animals at Play Bring crayons to class
Thursday Sept 8 Wellness strategies—intro of Wellness Plan
MEET IN LOBBY OF THE DISC
Bring Weekly Schedule filled out
Due: Advising worksheet

Tuesday Sept 14 The Rhetorics of Play
Read: Play and Ambiguity
Due: Statement of Self as Player

Thursday Sept 15 Introduction to electronic portfolio/Front Page
MEET IN COMPUTER LAB tba
Due: Wellness Plan--hardcopy and saved on H:

**Mon 5pm Sept 19**
e-mail questions to Denise and: __________, __________.

Tuesday Sept 20 Does Play Make Us Happy?
Read: Content of Experience and Get Into the Flow

Thursday Sept 22 Orientation topic: Healthy Relationships
Due: Service Learning Goals

**Mon 5pm Sept 26**
e-mail questions to Denise and: __________, __________.

Tuesday Sept 27 Work and Play
Read: Work of Creativity

**Wed 5pm Sept 28**
e-mail questions to Denise and: __________, __________.

Thursday Sept 29 Read: Descriptions of Episodes 2 & 3 Promise of Play

Blackboard Posting #2 -- due by midnight, Monday, October 3
Tuesday Oct 4 in class work on Service Learning Project
Due: Proposal for Service Learning Project

Thursday Oct 6 Present proposal to Director of Children’s Museum
Meet: place tba to go to museum

**Mon 5pm Oct 10**
e-mail questions to Denise and: __________.

Tuesday Oct 11 Is it All Just Fun and Games?
Read: Idealization of Play and Herald and Review article
Thursday Oct 13  Speech techniques/Introduction of Final Project
**Due:** First Evaluation of Wellness Plan

**Blackboard Posting #3** -- due by midnight, Monday, October 17

**Mon 5pm Oct 17**

**e-mail questions to Denise and:** ________, ________, ________

Tuesday Oct 18  Creative Process of a Creative Player: Michael Moschen

*Read: If It’s "Impossible," Michael Moschen Will Do It Anyway*

**Mon 5pm Oct 24**

**e-mail questions to Denise and:** ________, ________, ________

Tuesday Oct 25  Creative Play Products

*Read: 3 poems
**Due:** First Draft of speech (e-mail Denise and ________)

Thursday Oct 27  In-class workshop on solo speeches

Tuesday Nov 2  Advising Q and A

Thursday Nov 4  Solo oral speeches (6)

**Blackboard Posting #4** -- due by midnight, Monday, November 7

Tuesday Nov 8  Scheduling Day--no class

Wednesday Nov 9  Service Learning at Children’s Museum!

Thursday Nov 10  Solo oral speeches (2)

Tuesday Nov 15  Solo oral speeches (6)

**Due:** Second Evaluation of Wellness Plan

Thursday Nov 17  Solo oral speeches (6)

Tuesday Nov 22  Overview of all Final Projects

**Due:** Final Project

Thursday Nov 24  **Thanksgiving Break--no class**

Tuesday Nov 29  In class group work on symposium presentations

**Read:** Final projects of your symposium group

Thursday Dec 1  Symposium #1
Due: Self assessment of speech

Tuesday Dec 6  Symposium #2
Due: Final Evaluation of Service Learning
Thursday Dec 8  Symposium #3
Due: Final Evaluation of Wellness Plan

Blackboard posting #5--due by Monday, December 12
Tuesday Dec 13  Final Wrap-up
Due: Web Portfolio finished
FINAL tba Final exam with your Final Question!

Grading Scale: You can check grades on Blackboard
100–93=A  89–87=B+   79–77=C+   69–67=D+   59–0=F
Divide 500 by
5
92–90=A–   86–83=B    76–73=C   66–63=D
I'll round up
if necessary
82–80=B-    72–70=C-   62-