

SIENA HEIGHTS UNIVERSITY
AT
JACKSON COMMUNITY COLLEGE

Class Syllabus*

Amended Sept. 23, 2009

Fall, 2009

Course: ***LAS 401 Integrative Experience***
Prerequisites: Eng. 101 and Eng. 12
Times/Locations: Jackson Community College
9:00am – 5:00pm
James McDivitt (JM) 151
Class Dates: Saturdays, Sept. 26, Oct.17, Nov. 7 and Dec.5, 2009
Instructor: Norman W. Maison
517-796-8507 (Office)
Email Address: maisonnormanw@jccmi.edu
Office Hours: I will be available before and after class, as well as by appt.

Text: *Affluenza: The All-Consuming Epidemic* by Degraaf, Wann and Naylor. 2nd ed. Berret – Koehler Publishing - **Required**

The Consolidation of Philosophy by de Botton.
Vintage Press – **Required**

Confessions by Tolstoy Norton Publishing - **Required**

A Writer's Resource: A Handbook for Writing and Research.
by Maimon and Peritz McGraw-Hill 2006- **Optional**

The Little Philosophy Book by Solomon, R. Oxford Press,
2008 Copyright - **Optional**

Course Description:

In this course students will review the world through the lens of liberal arts learning in the tradition of Siena's Catholic and Dominican heritage. LAS 401 affords the student, together with peers from other majors, the structured, reflective and integrative seminar that deepens and broadens their educational experience as they continue to peruse their goals for lifelong learning. Emanating from their conclusion of the Liberal Arts Studies students prepare to transition out of Siena after having reflected on their philosophy of life, their formal program of studies and the contribution both can make to a life of purpose and service. (From the Siena Heights University Undergraduate Catalog 2008-2010)

Course Outcomes and Learning Objectives: As a result of participating and embracing this class, students will:

1. Students will demonstrate Decision Making/Problem Solving skills by evaluating and analyzing the components of an issue assigned by the instructor. This analysis will incorporate the application of the methodology of different disciplines to ideas using the creative process.
2. Students will demonstrate Ethics/Mission in Modes of Learning by researching and articulating chief ethical issues in their chosen discipline. This will be accomplished in a paper and presentation, including their own criteria for assessing each issue.
3. Students will demonstrate Life Long learning in Diversity of Leadership by articulating a vision of lifelong learning that addresses diversity in the development of leadership.
4. Students will demonstrate a Life of Spiritual, Intellectual and Personal Growth by expressing their philosophy of life, evaluating that philosophy's ability to respond intellectually, creatively, and compassionately to change and diversity, and to explain how it will be manifested in all aspects of life.
5. Students will demonstrate Social Responsibility/Service and Personal Growth by identifying and applying their unique social consciousness in service toward family and community.

Siena Heights University Program Outcome Statement:

Graduates of Siena Heights University programs will have gained the knowledge, skills, and attitudes necessary to continue developing as self-respecting professionals. They will be capable of:

- Making sense out of their daily work and professional lives:
- Taking appropriate actions:
- Realizing that their search for final answers must be lifelong.

General Studies Learning Outcomes:

“While a general education curriculum seeks to be both expansive and incisive, at Siena Heights University it may be characterized as challenging students in these areas:

- A. Liberal Arts Learning
- B. Modes of Learning
- C. Communication Skills
- D. Diversity in Community
- E. Ethical and Moral Understanding
- F. Social responsibility
- G. Life-long learning

(Please consult the Siena Heights University Undergraduate Catalog, 2008-10, for a more detailed outline of these learning outcomes).

Community Service Program Learning Outcomes:

1. Develop an interdisciplinary and ethical approach to the professional practice of community service.
2. Develop skills to access, evaluate, and utilize social research in community service work, and be able to link theory and practice.
3. Develop effective communication and interpersonal skills appropriate for use in the roles of community service practice.
4. Know and utilize methods appropriate for the process of planned change in communities and agencies.

Learning Strategies:

The learning strategies used in this course include lecture, small and large group learning activities, small and large group discussion, and reflective and writing assignments.

Teaching Philosophy:

Perhaps my teaching/education philosophy can best be summarized in the words below. Please note that these words did not originate with me, nor do I know who originated them, or where they came from. But I believe in what is stated, and lead my professional and personal life accordingly. They form the basis of this class.

Education is a high word...a lofty word. It is not socialization. It is not training. It is not indoctrination. It is the internalization of the life of reason within a domain of purposes and problems. It is the cultivation of a variety of modes of thought. It is the development of the power of knowledge. We are educated only when we are able to think within multiple fields and have the ability to learn to think in others. It would be odd to say that a person was well educated but not able to figure out the purposes, the questions, the information, the key concepts, the points of view, and so forth of their own thinking and that of others. Similarly, it would be odd to say of persons that they reason well, except for their tendency to be unclear, inaccurate, imprecise, irrelevant, superficial, narrow minded, illogical, trivial, and unfair.

It is my goal to make this class as applicable to your own life as possible. Unfortunately, I cannot do this without your help! You must be willing to, (and actually do) examine your life in an open and straightforward manner, and apply the factual information you gain in the class to your life. This will necessitate you spending considerable time actually thinking about yourself – your life – and how you affect others, as well as how others affect you. Indeed, one of the basic premises of this class is that in order to become a truly “social being”, one must think about one’s self in an intentional, effortful and purposeful way. This is, perhaps, one of the most important goals of the class.

I plan to conduct this class using an Andragogical format, as opposed to one that emphasizes Pedagogy. I realize this might not make a lot of sense now, but I think it will by the time the initial class meeting is over. However, for now, let me simply say that Andragogy involves how adults learn, while Pedagogy means basically how children are taught, and thus learn. Thus, since you are part of an Adult Completion Program, I think it only makes sense to conduct this class with the former in mind.

One of the most important issues we will examine in this class is how the information presented in this class impacts your life. You will have an opportunity to do just that, with the development of your ILAP. We will spend the first part of our initial class

discussing this issue, and will visit it every class after that. While this approach (Andragogy and the ILAP) might appear, and feel, a little “different”, please know that as we move through the class, you will find this approach to be a very powerful method of learning

Your ILAPS should be submitted the last day of class. It needs to be word processed, stapled, double spaced, black ink, font size 12, and New Times Roman font. APA format must be used. I expect no fewer than 25 pages, one sided, with the attached cover sheet on the front. Please do not submit your ILAPs in a binder or cover of any sort.

Assessment Strategies:

Students will be assessed on all work, oral, and written, including class participation, homework, readings, papers, class presentation and an Individualized Learning and Assessment Plan (ILAP).

Grading Policy:

Your grade for this course will be based on the following:

Philosophy of Life Paper	25%
Critical Reflection as evidenced by <u>Class-Room Participation</u>	30%
Presentation	15%
ILAP	<u>30%</u>
<u>Total</u>	100%

Note that all the values listed above will be discussed, in detail, the first day of class.

Grading Scale:

The percent - grade relationships for all material submitted, (as well as your final grade in the class), are listed below:

100 -94%	(A) 4.0
93 - 80%	(B) 3.0
79 - 70%	(C) 2.0
69 - 65%	(D) 1.0
64% & Below	(E) 0.0

Philosophy of Life Paper:

Each student will write and submit a Philosophy of Life Paper, which integrates the student's philosophy of life, ethical principles by which the student lives, an understanding of social consciousness, and the student's aspiration for life.

The body of your paper must be a minimum of 8 pages in length, following APA format, word processed, New Times Roman font, size 12, blank ink, and double-spaced, using the attached coversheet, as well as a single page bibliography. The cover sheet and bibliography are NOT to be included in the minimum length.

Papers/ILAPs are due at 9am at the final class meeting. NO early papers/ILAPS will be accepted.

Class Presentation:

Each student must make an oral presentation to the entire class, regarding an idea from his discipline and demonstrate its ethical dimensions. The presentation should answer fully the following questions:

1. What is the nature of the idea?
2. Why did you choose this idea
3. What value does this idea hold for you?
4. How does this idea fit into your discipline?
5. Why should anyone outside your discipline care about this idea?
6. What are the ethical implications of your idea?
7. How does your idea affect and influence the greater community?
8. How do you personally feel about this idea (your subjective opinion)?

The presentations should be between 5-8 minutes in length, and should be accompanied by a power point presentation. **DO NOT Read** your power points, but use them as visual guides to your presentation!

The presentations must be made during the last class session. **Failure to make a presentation will result in your final grade being reduced by 2 full letter grades.**

Be sure to include each of the points above in your presentation!

Recurring Themes/Concept

You will find a number of recurring themes/concepts/questions that will reoccur through the class. It is my intention to challenge you, and I hope we will challenge each other, to think "beyond where we are at", to evolve in your thinking and understanding of ourselves and others. Some of these issues/questions are presented below:

1. Who are you? How did you/do you reach the answer?
2. Is your answer to no.1 above static, evolving, reached from a singular or multiple perspectives?
3. Are you a public/private person? How do you know?
4. Are you an autonomous individual, communal,
5. What do you work for? Why? How do you know if what you do is “work”?
6. What is happiness? How do you know? Is it transitory, static?
7. What do you see as the “meaning of life”? How did you reach that conclusion? Is there one “meaning” that you adhere to? If so, where did that originate?
8. Examine your “self identity”, and consider how you may have reached any conclusion regarding it. What are the component parts of this identity?
9. Has your higher education experience influenced/changed you? If so, how?
10. What is success for you? How/would you know if you had it? Did you ever have it?
11. Are you an “Intelligent” person or an “Educated” one? What is the difference?
12. Is the logic you use to answer life’s questions, including the ones presented above, at formal or post level? How would you know? Does it matter?
13. Of the Who, What, When, Where and How’s of life, which one is the most important to you? Why?
14. How do you think about yourself?

Time Commitment:

Since we meet on 4 Saturdays, you will be expected to devote considerable amount of time outside of class considering the material presented in class as well as your reading. The amount of time will, of course, vary, depending on your motivation and willingness to engage the material and concepts/challenges the class presents.

Attendance Policy:

This class meets in a concentrated format, 8 hours per class session. Thus, attendance at every class session is essential. It is expected that since you enrolled for this class, you will attend all 4-class sessions, be in class at 9am, and stay until the class ends. Any absence from class needs to be discussed with me. **Note that one letter grade will be deducted from your final grade for every half-class day missed** or fraction thereof. Please note that “missing class” includes arriving late or leaving before the class is over.

Saturday Attendance Policy

Students are expected to attend All scheduled classes. The policy for Saturday scheduled classes is: students that miss one or more sessions of class will be automatically dropped from the course. Due to the nature of Saturday scheduled classes, missing one session is equal to missing the weekly scheduled classes. To avoid

being dropped from a Saturday class, note the dates on which the class takes place before signing up. If you have a conflict with ANY of the dates listed, assume you should not sign up for that course. (From the Siena heights University Fall, 2009 Newsletter For Degree Completion Centers in Battle creek, Benton harbor, Jackson and Lansing).

One additional point regarding attendance. In the past, students have not attended class, or left early, for a variety of reasons, including, but not limited to, attending a wedding, baby showers, babysitting the neighbors' kids, dogs, cats, beginning vacations early, being tired, and having to get "my hair done". Please note that while I understand things do come up unexpectedly in life and am very willing to discuss these "things" with you, **attendance in class is not an option. It is a requirement.** Unless there is a good and compelling reason why you cannot make class, as determined by the instructor, it is my expectation that you will be there.

Please understand that while I am not trying to treat you like a high school student or sound like a high school teacher, I am being open and honest. As I mentioned above, I do understand that "life happens", and as such there may be unexpected issue that necessitate you coming late to class, or missing a class session completely. But, again, being very honest with you, I want you to understand for the beginning of the class that you are expect to on time, stay the entire class session, and attend all 4 sessions.

Incomplete Policy:

An "I" or incomplete grade will be consider only under unusual circumstances. This grade is NOT used as a substitution for not attending class, or doing poorly in the class. It is not designed as an "escape" from your responsibilities as a member of this class, nor as a substitute for working hard.

Please note that I ***rarely*** assign an "I" grade. The criteria that I use to determine if such a grade will be considered are, among others, that the reason for the grade is good and sufficient to me, you have attended at least 75% of the classes, and have, at a minimum, as 2.0 in class. Please note that "taking a vacation," not "finding the time to prepare for class", having to "work during most of the class sessions", failing the class but "needing it in order to graduate," receiving a grade you "do not like because it would negatively affect (your) grade point average", etc. are **Not sufficient** reasons for an Incomplete grade.

If you are considering requesting an "I" for the class, I would be glad to discuss your individual circumstances with you. Please note, however, that simply requesting an incomplete grade does not mean you will receive it. I will make the final determination.

I mention this policy since, in the past, there have been students who have requested an Incomplete grade due to the issues I sighted above, as well as others. While I am appreciative of life circumstances, you have responsibilities to yourself, as well as this class. You know, from the start of the class, when it meets and what is expected of you. If

you cannot attend class, or complete the requirements on time, then you need to discuss your situation with me, as well as consider the potential of withdrawing from the class.

If an Incomplete grade is granted, a written agreement between you and me will specify exactly what work needs to be submitted and the time lines for doing so.

Academic Honesty Policy:

All faculty and students are expected to refrain from:

- using or attempting to use unauthorized materials, information, or study aids in exams, tests, etc.
- knowingly assisting others to cheat
- having others conduct research or prepare work for them without approval from the instructor (including commercial term paper companies and email sources)
- knowing and intentionally representing the works or ideas of another person as one's own work
- intentionally falsifying or inventing any information or citation in any academic work
- changing and resubmitting previous academic work or submitting work prepared for another without prior permission from the instructor.

Academic dishonesty is unethical and is a serious betrayal of trust. Therefore, any form of academic dishonesty will not be tolerated and will result in a class grade of "E", and referral to the appropriate academic office for disciplinary action.

Academic Accommodations Act:

In accordance with University policy and the equal access law, I am available to discuss appropriate accommodations that you may be eligible for as a student with a disability. Please contact me for an appointment to discuss possible accommodations. Students must register with the Office of Students with Disabilities for disability verification and determination of reasonable accommodations. Requests for accommodations must be done in a timely manner and are not retroactive.

Tentative Topic/Assignment Schedule

What follows is a tentative schedule of the topics and assignments for each class meeting. Please note that this is only a tentative one, as we may make adjustments as we progress through the semester. Be assured that I will not make any changes without consulting with you, in advance.

Sept. 26, 2009

1. Introduction to the Class
2. Gate Keeping Activities
3. Expectations/Requirements
4. The Consolidation of Philosophy – Chapters 1, 2
5. Confessions – Pages 5-49
6. Affluenza – Introduction through Part I
7. Homework Discussion/Assignments
8. Preview/Tie In

Oct. 17

1. Review/Preview
2. Reflections
3. The Consolidation of Philosophy – Chapters 3, 4
4. Confessions – Pages 49-end of the book
5. Affluenza – Part II
6. Homework Discussion/Assignments
7. Preview/Tie In

Nov. 7

1. Review/Preview
2. Reflections
3. The Consolidation of Philosophy – Chapters 5, 6

4. Affluenza – Part III
5. Homework Discussion/Assignments
6. Preview/Tie In

Dec 5

1. Review/Preview
2. Reflections
3. Catch - Up
4. Papers Submission
5. Oral presentations
6. Submission of ILAPs
7. Class Wrap-Up
8. Individual Conferences

*** This syllabus is subject to change as circumstances dictate.**