

## INTG 101-02: Introduction to Liberal Arts (Fall 2019)

Monday, Wednesday, Thursday, & Friday 11:00-11:50am

Classroom: CSB 272

Instructor: Andre P. Audette

Email: [audette@monmouthcollege.edu](mailto:audette@monmouthcollege.edu)

Andre's Office: CSB 330

ILA Party Time (Office Hours): 1:30-3 MWF, 12:30-2 Tues/Thurs, and by appointment

### Course Description

This seminar is required of all first year students and is taught by faculty from a number of different disciplines. Theme-related texts in the course raise basic questions about the variety of human experience, and about personal and shared values and goals. You are expected to think critically about issues raised, to participate in discussions, and to write papers on the works studied.

### The Aim of ILA

ILA is a transition into the Monmouth College learning community which values the spirit of inquiry in pursuit of academic excellence.

### Course Goals

1. Students will discover the liberal arts as a means to engage with questions of human values, purposes, and communities and as a means to explore connections among disciplines and diverse perspectives. Students will learn that a liberal arts education can be transformative, preparing them to pursue fulfilling personal and professional lives.
2. Students will understand key components for engaging in the intellectual and personal challenges of college and for becoming life-long learners. These components include developing a strong and consistent work ethic, adopting an attitude of inquiry, functioning from a growth-mindset, and approaching all aspects of the transition to college with tenacity and resilience.
3. Students will consider the dynamic relationships among Self, Stranger, and Community and will discover that their own sense of self and their engagement with the community affects their quality of life and the lives of those around them.
4. Students will understand that reading is an active process that engages readers' previous knowledge, requires attention to vocabulary and structure, and involves analysis and questioning. Reading provides a means to connect to ongoing conversations that can develop our understanding of ourselves and our world and is a source of not only learning, but also of enjoyment.



## **Required Texts**

The following books are available in the campus bookstore or other online retailers:

- Hacker and Sommers. 2016. *The Bedford Handbook, 10<sup>th</sup> ed.* St. Martin's Press.
  - Keep this book for ENGL 110 and COMM 101, as well as for future courses!
- Haidt, Jonathan. 2006. *The Happiness Hypothesis.* Basic Books.
- Lahiri, Jhumpa. 1999. *Interpreter of Maladies.* Mariner Books.
- Oluo, Ijeoma. 2018. *So You Want to Talk About Race.* Seal Press.
- Sanders, Matthew L. 2012. *Becoming a Learner: Realizing the Opportunity of Education.* Institute for Communication and Leadership. (You got this for free)
- Walls, Jeannette. 2005. *The Glass Castle.* Scribner.
- The ILA Reader. 2019. University Readers. (Only available at the bookstore)

## **Course Requirements**

To help you achieve the course objectives, final grades will be assessed through the following evaluations:

- Reading-based assessments (45%)
- Experienced-based writing (20%)
- Final exam (15%)
- Participation (20%)

**\*Further information on these course requirements will be distributed in class\***

### ***Reading-based assessments***

Since this is a reading-based course, every day there will be a quiz, homework question, or writing assignment based on each of the readings for class. Some of these will be short in-class activities, others will require work outside of class. Examples include a close reading essay, annotation assignments, and weekly mini-essays.

### ***Experience-based writing***

Over the course of the semester, you will attend several Convocations (more on that later) and at least three other educational events. Afterwards, you'll be asked to write short reflections on those events and how they relate to the themes of the class. At various points during the semester, you will also be asked to reflect on your participation and what you have learned about the liberal arts.

### ***Final exam***

There will be an open-notes comprehensive final exam at the end of the semester.

## ***Participation***

A large part of our class will be based on discussion. Therefore, it is essential that you come to class ready to actively participate. This includes (but is not limited to): attending class regularly, carefully reading and annotating the assigned texts, sharing your thoughts, opinions, and insights in discussion, considering and raising opposing viewpoints, engaging in respectful dialogue with others, listening attentively to others' perspectives, and following the discussion policies listed in this syllabus.

## **Course Engagement Expectations**

- Classroom activities (3.3 hours/week)
- Reading and class prep (6 hours/week)
- Papers and exam prep (3 hours/week)

Total: 12.3 hours/week

## **Grade Scale**

A (93-100), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (70-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9), F (<60)

## **Course Policies and Additional Resources**

### ***Academic Honesty***

It is your responsibility to be familiar with and uphold the academic honesty policy of MC, as defined in the Scots Guide (<http://ou.monmouthcollege.edu/life/residence-life/scots-guide/academic-regulations.aspx>). Any student found to have violated these policies of academic integrity will receive a failing grade on the assignment and may be subject to further penalties by the College, including suspension or expulsion. If you have any questions about avoiding plagiarism or any of the other policies, please come talk to me.

### ***Late Work/Extra Credit***

An important part of academic and career preparation is the ability to meet deadlines and fulfill the requirements of your work. Therefore, late assignments will be subject to a half-letter grade reduction for every 0-24 hour period that the assignment is late. Daily class work cannot be turned in late. Additionally, there will be no extra credit given on an individual basis.

### ***Laptops and Electronic Devices***

Unless instructed otherwise, you are permitted to use laptops in class for note-taking purposes only. Cell phones and other electronics should be put away during class. To do otherwise detracts not only from your learning, but from other students' as well.

## ***Attendance***

Since ILA is a seminar course that revolves around class discussion, it is particularly important for you to be in class to benefit from all that your fellow student-scholars and the instructor have to offer. Thus, you are expected and required to attend all regular MWF meetings of this course and all Thursday events, whether they are Convocations, Join-Sessions, or regular Mentoring Thursday sessions.

*You are allowed to miss four sessions for any reason without any penalty to your grade. However, on your fifth absence, you fail the course.* College-sanctioned events are excused from this policy, but a reduction in the final grade may be an outcome of too many excused absences. If you feel you may miss more than four unexcused absences, contact Student Affairs who may then act on your behalf.

Because seminar participation is closely tied to discussions of texts, you will be considered absent on any day that you do not have your required text in class.

## ***Discussion Policies***

The goal of discussion is to understand and learn from the viewpoints and experiences of others in order to better understand our own opinions and the functioning of the world around us. Your participation is important for the learning experiences of your fellow classmates and your instructor. Therefore, participation will be graded on the quality, and not just quantity, of your contribution to class. To create an environment where everyone has the opportunity to participate, respect for individual differences and viewpoints will be maintained at all times. You are allowed and encouraged to disagree with other students, the professor, or the texts, but disagreement should always be expressed in a respectful manner inside and outside of the classroom.

## ***Writing Center***

The Writing Center offers unlimited, free peer tutoring sessions for MC students. Peer writing tutors are trained to work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. The Writing Center is located on the 3<sup>rd</sup> floor of the Mellinger Teaching and Learning Center. No appointment necessary!

## ***Student Success***

Student Success & Accessibility Services offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, Drop-In and appointment tutoring, and individual Academic Coaching. Our office is here to help all students excel academically, since everyone can work toward better grades, practice stronger study skills, and manage their time better.

### ***Accessibility Services***

If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access. To discuss any of the services offered, please call or meet with Robert Crawley, Interim Director of Student Success & Accessibility Services. SSAS is located in the new ACE space on the first floor of the Hewes Library, opposite Einstein's Bros Bagels. They can be reached at 309-457-2257 or via email at: [ssas@monmouthcollege.edu](mailto:ssas@monmouthcollege.edu).

### ***Counseling Services***

Monmouth College provides cost-free, professional and confidential counseling sessions to support you and to help you manage challenges that may impact your personal and academic success. The Counseling Center is located in the lower level of Poling Hall, Suite 6 and the hours are Monday-Friday, 8:30 am to 5 pm. For appointments, please call 309-457-2114 or email [counselingcenter@monmouthcollege.edu](mailto:counselingcenter@monmouthcollege.edu).

### ***Syllabus Changes***

I reserve the right to make changes to the syllabus or the course schedule if it will benefit all students. Advance notice will be provided for any changes.

### ***Exceptions, Extensions, and Exemptions***

Exceptions to the policies and schedule on this syllabus are granted only in the cases of a true emergency. Please make arrangements with me if an emergency arises.

### **Questions, Concerns, Comments**

If you have any questions at any point, please do not hesitate to contact me! I encourage you to come to my office hours even if you just want to chat, and I can set up appointments if you are unable to meet during the scheduled times. (Please try to give me at least 24 hours notice if you'd like to make an appointment.)

Be good

Do good

Challenge assumptions

## **Course Outline and Schedule**

\*Reading assignments are to be completed before the date they are listed.

\*Please bring all assigned readings, notes, and a notebook to class.

*Monday, Aug. 19<sup>th</sup>*

- The long one ☺

*Wednesday, Aug. 21<sup>st</sup>*

- “Only Connect” – ILA Reader

*Thursday, Aug. 22<sup>nd</sup>*

- Mentor-led section on time management and syllabi – bring syllabi from all classes!

*Friday, Aug. 23<sup>rd</sup>*

- “How to Get the Most Out of College” (emailed)
- “Theme for English B” – ILA Reader
- *Bedford Handbook* chapter 4, parts A-C (pgs. 94-105)

*Monday, Aug. 26<sup>th</sup>*

- “Allegory of the Cave” – ILA Reader

*Wednesday, Aug. 28<sup>th</sup>*

- “How to Read a Book: The Ultimate Guide by Mortimer Adler” (emailed)
- Listen to “Are You Out of Plato’s Cave” (emailed)

*Thursday, Aug. 29<sup>th</sup>*

- Dahl Chapel: “What is a Liberal Arts Education?” (Sonya Malunda)

*Friday, Aug. 30<sup>th</sup>*

- *Bedford Handbook* chapter 3
- *The Happiness Hypothesis* introduction
- Listen to “The Happiness Hypothesis” interview (emailed)

*Monday, Sept. 2<sup>nd</sup>*

- *The Happiness Hypothesis* chapter 1

*Wednesday, Sept. 4<sup>th</sup>*

- *The Happiness Hypothesis* chapter 2

*Thursday, Sept. 5<sup>th</sup>*

- Dahl Chapel: “Growth Mindset” (Joan Wertz)

*Friday, Sept. 6<sup>th</sup>*

- *The Happiness Hypothesis* chapter 7

*Monday, Sept. 9<sup>th</sup>*

- *The Glass Castle* pgs. 3-31

*Wednesday, Sept. 11<sup>th</sup>*

- *The Glass Castle* pgs. 32-61

*Thursday, Sept. 12<sup>th</sup>*

- Dahl Chapel: “Stress Management” (Sean Schumm & Jen Braun)

*Friday, Sept. 13<sup>th</sup>*

- *The Glass Castle* pgs. 62-90

*Monday, Sept. 16<sup>th</sup>*

- *The Glass Castle* pgs. 91-125

*Wednesday, Sept. 18<sup>th</sup>*

- “How Shall I Live? Constructing a Life Story in the College Years” – ILA Reader

*Thursday, Sept. 19<sup>th</sup>*

- Dahl Chapel: “Reframing the Sexual Assault Conversation” (Tim Mousseau)

*Friday, Sept. 20<sup>th</sup>*

- *The Glass Castle* pgs. 129-154

*Monday, Sept. 23<sup>rd</sup>*

- *The Glass Castle* pgs. 155-174

*Wednesday, Sept. 25<sup>th</sup>*

- *The Glass Castle* pgs. 175-213

*Thursday, Sept. 26<sup>th</sup>*

- Dahl Chapel: “The Danger of a Single Story” (Discussion)

*Friday, Sept. 27<sup>th</sup>*

- *The Glass Castle* pgs. 214-241

*Monday, Sept. 30<sup>th</sup>*

- *The Happiness Hypothesis* chapter 8

*Wednesday, Oct. 2<sup>nd</sup>*

- *The Glass Castle* pgs. 245-268

*Thursday, Oct. 3<sup>rd</sup>*

- Dahl Chapel: "Academic Integrity and Information Literacy" (Marsha Dopheide & Anne Giffey)

*Friday, Oct. 4<sup>th</sup>*

- *The Glass Castle* pgs. 269-288

*Monday, Oct. 7<sup>th</sup>*

- *The Happiness Hypothesis* chapter 9
- For ½ hour, go online and read/take notes about whether "the self" actually exists

*Wednesday, Oct. 9<sup>th</sup> – Friday, Oct. 11<sup>th</sup> - NO CLASS (FALL BREAK)*

*Monday, Oct. 14<sup>th</sup>*

- *The Happiness Hypothesis* chapter 3

*Wednesday, Oct. 16<sup>th</sup>*

- *The Happiness Hypothesis* chapter 4

*Thursday, Oct. 17<sup>th</sup>*

- Dahl Chapel: "Becoming and Belonging" (MC Alums)

*Friday, Oct. 18<sup>th</sup>*

- *The Happiness Hypothesis* chapter 5

*Monday, Oct. 21<sup>st</sup>*

- *The Happiness Hypothesis* chapter 6

Wednesday, Oct. 23<sup>rd</sup>

- *The Happiness Hypothesis* chapters 10 and 11

Thursday, Oct. 24<sup>th</sup>

- Advising meetings with Andre

Friday, Oct. 25<sup>th</sup>

- *So You Want To Talk About Race* introduction and chapter 1

Monday, Oct. 28<sup>th</sup>

- *So You Want To Talk About Race* chapters 2 and 3

Wednesday, Oct. 30<sup>th</sup>

- *So You Want To Talk About Race* chapters 4 and 5

Thursday, Oct. 31<sup>st</sup>

- Dahl Chapel: “Registration and Advising” (Mentoring and Advising Center)

Friday, Nov. 1<sup>st</sup>

- *So You Want To Talk About Race* chapters 16 and 17

Monday, Nov. 4<sup>th</sup>

- “This Morning, This Evening, So Soon” – ILA Reader

Wednesday, Nov. 6<sup>th</sup>

- Read and prepare a short summary of your assigned chapter of *So You Want To Talk About Race*

Thursday, Nov. 7<sup>th</sup>

- Dahl Chapel: “Think Big” (Saul Flores)

Friday, Nov. 8<sup>th</sup>

- “When Mr. Pirzada Came to Dine” – *Interpreter of Maladies*

Monday, Nov. 11<sup>th</sup>

- “A Temporary Matter” – *Interpreter of Maladies*

Wednesday, Nov. 13<sup>th</sup>

- “This Blessed House” – *Interpreter of Maladies*

*Thursday, Nov. 14<sup>th</sup>*

- Dahl Chapel: “My Journey” (Mariela Shaker)

*Friday, Nov. 15<sup>th</sup>*

- “Sexy” – *Interpreter of Maladies*

*Monday, Nov. 18<sup>th</sup>*

- “The Treatment of Bibi Haldar” – *Interpreter of Maladies*

*Wednesday, Nov. 20<sup>th</sup>*

- “The Third and Final Continent” – *Interpreter of Maladies*

*Thursday, Nov. 21<sup>st</sup>*

- “The Undeclared Major”
- Mentor-led section on the Mentoring Map

*Friday, Nov. 22<sup>nd</sup>*

- “Bowling Alone: America’s Declining Social Capital” (emailed)

*Monday, Nov. 25<sup>th</sup>*

- Readings to address our theme and class questions (emailed)

*Wednesday, Nov. 27<sup>th</sup> - Friday, Nov. 29<sup>th</sup> – NO CLASS (THANKSGIVING BREAK)*

*Monday, Dec. 2<sup>nd</sup>*

- Short readings selected by the class (emailed)

*Wednesday, Dec. 4<sup>th</sup>*

- Practice for final exam and the last class day ☹

*Tuesday, Dec. 10<sup>th</sup>*

- Final exam at 8am in our regular classroom (sorry!)