

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
LLOYD INTERNATIONAL HONORS COLLEGE

HSS 198: HONORS PROSEMINAR I
FALL 2006

INSTRUCTOR	Dennis Leyden 205 Foust Building leyden@uncg.edu , 334-5538. Office hours by appointment.
PREREQUISITES	Must be taken in the first fall semester after being admitted to Lloyd International Honors College.
COURSE DESCRIPTION	Introduction to a liberal education in a global context, to cultural self-awareness and shock, and to methods for taking ownership of one's own education. (First of a two-semester sequence.)
LOCATION & TIME	The course will generally meet in LIBR 032 on occasional Mondays from 6:30-8:00 pm (see Calendar below for specific dates). However, BE SURE TO NOTE THAT THE FIRST CLASS ON MONDAY AUGUST 14TH WILL MEET BETWEEN 6:00 AND 6:15 PM AT THE STATUE OF MINERVA LOCATED BEHIND THE EUC.
STUDENT LEARNING OBJECTIVES	On successful completion of the course, students will be able to: <ul style="list-style-type: none">• Describe alternative views of the purpose and value of a liberal education,• Explain the value of global/international perspectives in a liberal education,• Explain the value of extra-curricular activities in a liberal education,• Describe UNCG's academic structure including the Honors Programs in Lloyd International Honors College,• Describe their cultural attitudes toward themselves and others, and• Describe the study abroad opportunities at UNCG.
TEACHING METHODS	This course will employ a variety of teaching methods: formal lectures, experiential learning through group exercises, breakout sessions in which students share and discuss individual and group assignments, and informal receptions that foster information gathering and camaraderie.
READINGS MATERIALS	Readings and other materials will be provided in class or via the course's Blackboard website. To log onto the UNCG Blackboard website go to https://blackboard.uncg.edu , log on, and then choose the course

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For the specific readings, consult the calendar below.

ATTENDANCE POLICY Students are expected to attend all classes, events, and other course activities. Students should note that they will be expected to complete certain requirements outside normal class time.

ACADEMIC HONOR CODE Each student is required to sign the Academic Integrity Policy on all course assignments (1 through 5):

I HAVE ABIDED BY THE UNCG *Academic Integrity Policy* ON THIS ASSIGNMENT.

Student's Signature _____ Date _____

Please note that in signing the pledge, the student indicates his/her knowledge that the *Academic Integrity Policy* governs his/her academic activities at the University. For more information, consult the website:

<http://academicintegrity.uncg.edu/complete/#A>

EVALUATION & GRADING Evaluation and grades will be based on participation and a variety of individual and group assignments:

- Opening Celebration 10%
- Assignment 1: *Why Are You Here?* 10%
- Assignment 2: *A Personal Philosophy of a University Education* 20%
- Assignment 3: *Faculty Interviews* 15%
- Assignment 4: *Personal Learning Styles* 15%
- Assignment 5: *Extracurricular Activity* 15%
- Freshman Survey 5%
- Intercultural Assessment Survey 10%

Assignments completed outside of class should be typed according to the specified format. Assignments completed in class may be handwritten. All assignments are due in class on the dates noted below and should include the Academic Integrity Pledge. Note that group assignments will be returned to the group's spokesperson after grading. Individuals interested in copies of each group assignment should arrange with the spokesperson to have a copy made. Participation in the Opening Celebration will be documented by student signatures in the IHC signature book.

ASSIGNMENT 1: *Why are you here?*
Due: August 21

This is an in-class, group assignment that asks students to explore their initial thoughts on the purpose of a university education. Students should:

- Break into groups of approximately 9 students,
- Choose a spokesperson,
- Discuss why they are at a university. Conversation should focus, in

- particular, on the following questions:
- What do you expect to get from your university education both professionally and personally?
 - What courses are you taking this fall?
 - Do you think those courses contribute to achieving what you expect to get from your university education? If they do, in what way? If they do not, why not?
- o At the end of the discussion, the group should write a report that contains the following:
1. A list of the members of the group with notation that indicates who the spokesperson for the group is,
 2. The Academic Integrity Pledge with the signatures of all the members of the group, and
 3. A summary of the general conclusions of the group.
- Spokespersons should be aware that they may be called on to share some of their group's conclusions. At the end of class, spokespersons should turn in their group's report.

ASSIGNMENT 2: *A Personal Philosophy of a University Education*

Due: September 11

This is an individual assignment to be completed outside of class. The final product should be a 3-4 page typed essay (double spaced) essay that summarizes the August 21 lecture and presents your own philosophy on what a university education should be about. Be sure that your name is on your assignment and that you have signed the Academic Integrity Pledge.

You are welcome to consult other reputable sources; just make sure you cite them properly in your essay and then list all of them at the end of your essay. Remember that the primary objective of citing references in a paper and providing a comprehensive list of references at the end of a paper to make it easy for your reader to understand how your paper fits into a larger examination of the topic and to find the references that you used.

Finally, a bit of a warning about web sources. While there are a number of good sources on the web, they don't compare with number of poor quality, and even deliberately fraudulent, sources. As a result, eschew sources on the web unless you can determine who the author is, and have evidence to suggest that the author is worth reading. Like the reference for printed sources, the reference for a web source should be written so as to make it easy for your reader to find the source. You may or may not be able to determine when the web source was written; however, you should always put the date that you read the reference.

ASSIGNMENT 3: *Faculty Interviews*

Due: October 23

This is a group assignment that is completed in two stages, first in groups of 3 outside of class, and second in groups of 9 in class on October 23.

- **Stage 1:** Students should form groups of 3 in the September 11 class. Then, outside of class, they should choose a professor to interview and submit that name for approval. (Approval is required to avoid duplication; consult the course documents link on the course Blackboard site for an updated list of professors already chosen) Then students should then interview that professor, being sure to include the following five questions:
 1. What undergraduate coursework did you take outside your major?
 2. Did you study abroad and/or study any languages other than your native one?
 3. How have your undergraduate studies outside your major been of benefit to you professionally?
 4. How have your undergraduate studies outside your major been of benefit to you personally?
 5. Do you have any regrets, that is, are there other subjects that you wish you had studied?

After the interview, a summary report of the responses should be written.

That report should be typed and contain the following information:

1. A list of the members of the group, and
 2. A summary of the results of that interview.
- **Stage 2:** Students should bring their interview reports to class on October 23. In classes, students should break into groups of 9 students composed of 3 interview groups, choose a spokesperson, and share their interview results. At the end of the discussion, the group should write a report that contains the following:
 1. A list of the members of the group with notation that indicates who the spokesperson for the group is,
 2. The Academic Integrity Pledge with the signatures of all the members of the group,
 3. A brief, general summary of the overall conclusions of the group, and
 4. Copies of the 3 typed interview summaries that were brought to class.

Spokespersons should be aware that they may be called on to share some of their group's conclusions. At the end of class, spokespersons should turn in their group's report.

ASSIGNMENT 4: *An Assessment of Personal Learning Styles*

Due: November 13

This is an individual assignment to be completed outside of class and brought to class

on November 13th. Details of the assignment will be provided on October 30. Be sure to sign the Academic Integrity Pledge for this assignment.

ASSIGNMENT 5: *Liberal Education Outside the Classroom*
Due: November 27

This is an individual assignment that may be completed anytime during the semester, but which must be turned no later than in-class on November 27. Choose an extracurricular activity, go to it or participate in it, and write a 2-3 page typed (double spaced) description of the activity and how it, and activities like it, contribute to a liberal education. Be sure that your name is on your assignment and that you have signed the Academic Integrity Pledge.

In making the argument that your extracurricular activity contributes to a liberal education, explicit reference should be made to one or more philosophies of a liberal education examined during this course. Examples of extracurricular activities include visiting a museum exhibit, attending a concert, attending a public lecture, etc.

CALENDAR

The calendar below includes the subject for each class along with associated assignments due and readings. Please note that some of these readings are available from a variety of sources but that all readings will be available on the course Blackboard site or will be handed out in class. Please consult that site for details.

August 14	<p><i>Opening Celebration</i></p> <p>Special Location & time: Statue of Minerva between 6:00 and 6:15 pm</p>
August 21	<p><i>Why Are You Here? An Introduction to Liberal Education</i></p> <ul style="list-style-type: none"> ○ Freshman Survey ○ Assignment 1 due ○ Readings (required) <ul style="list-style-type: none"> - Turner, F. M. (1996). Note on the Life of John Henry Newman. In J. H. Newman, <i>The Idea of a University</i>. New Haven: Yale University Press, pp. xii-xiii. - Turner, F. M. (1996). Reading "The Idea of a University." In J. H. Newman, <i>The Idea of a University</i>. New Haven: Yale University Press, pp. xiv-xxv. - Dewey, J. (1938). Chapter 1: Traditional vs. Progressive Education. <i>Experience and Education</i>. New York: Macmillan, pp. 1-11. - Dewey, J. (1916). Chapter VII: The Democratic Conception in Education. <i>Democracy and Education</i>. New York: Macmillan, pp. 94-116. - Dewey, J. (1916). Chapter XII: Thinking in Education. <i>Democracy and Education</i>. New York: Macmillan, pp. 179-192. ○ Readings (recommended) <ul style="list-style-type: none"> - Newman, J. H. (1996). Preface. <i>The Idea of a University</i>. New Haven: Yale University Press, pp. 3-11. - Newman, J. H. (1996). Discourse I: Introductory. <i>The Idea of a University</i>. New Haven: Yale University Press, pp. 13-24. - Newman, J. H. (1996). Discourse V: Knowledge Its Own End. <i>The Idea of a University</i>. New Haven: Yale University Press, pp. 76-91. - Dewey, J. (1991). Chapter I: What is Thought? <i>How We Think</i>. Amherst, New York: Prometheus Books, pp. 1-13. - Dewey, J. (1991). Chapter II: The Need for Training Thought. <i>How We Think</i>. Amherst, New York: Prometheus Books, pp. 14-28. - Dewey, J. (1991). Chapter III: Natural Resources in the Training of Thought. <i>How We Think</i>. Amherst, New York: Prometheus Books, pp. 29-44.

September 11	<p><i>Global Perspectives on University Education</i></p> <ul style="list-style-type: none"> ○ Assignment 2 due ○ Readings - to be announced
September 25	<p><i>Liberal Education at UNCG</i></p> <ul style="list-style-type: none"> ○ Intercultural Skills Assessment ○ Readings (required) <ul style="list-style-type: none"> – University of North Carolina at Greensboro Office of the University Registrar, editor (2006). Chapter 6: Academic Units and Areas of Study. <i>115th Annual Undergraduate Bulletin, 2006-07</i>. Greensboro, North Carolina: Office of the University Registrar , pp. 66-84. – University of North Carolina at Greensboro Office of the University Registrar, editor (2006). Chapter 5: University Requirements – General Education Program. <i>115th Annual Undergraduate Bulletin, 2006-07</i>. Greensboro, North Carolina: Office of the University Registrar , pp. 48-55.
October 23	<p><i>Value of a Liberal Education/Extracurricular Opportunities</i></p> <ul style="list-style-type: none"> ○ Assignment 3 due ○ Readings - none
October 30	<p><i>Study Abroad Opportunities</i></p> <ul style="list-style-type: none"> ○ Readings - none
November 13	<p><i>Intercultural Development (part 1)</i></p> <ul style="list-style-type: none"> ○ Assignment 4 due ○ Readings – to be announced
November 27	<p><i>Intercultural Development (part 2)</i></p> <ul style="list-style-type: none"> ○ Assignment 5 due ○ Readings - to be announced