

FYS 102.v31

Engaging the World: A Quest for Purpose

Mercer University

Department of Interdisciplinary Studies, Spring 2007

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<i>Preceptors:</i>	Kasey Robinson Suzanne Bottorff	kasey.jay.robinson@student.mercer.edu Suzanne.marjorie.bottorff@student.mercer.edu
<i>Office Hrs:</i>	MWF 1-2 pm; MW 4:15-5 pm Also, by appointment	<i>Office:</i> Groover 209 <i>Web:</i> faculty.mercer.edu/grant_jc/

This course serves as a continuation of the course of discoveries that you began last semester. While the first semester was spent in self-examination; in this semester we will explore our place in the world around us. We will think about what our core values are and how they guide our decision-making. We will begin to assess the condition of the world around us and think some about how we want to interface with it. In order to do so, we must consider the nature of evil in the world and our passive or active participation in creating situations that lead to injustice. Finally, we will discuss and think about what it means to be a citizen both of our nation and of humanity. It is possible that we may make further self discoveries by beginning to rethink our place in the world—you may want to think of this course as a “quest”—a quest for purpose, if you will.

To guide our quest, and to successfully complete this course, a student will:

- Have participated in lively discussions on a broad range of topics guided by our reading of traditional and non-traditional texts.
- Continue work in groups furthering our abilities to participate in equitable work and further developing our sense of self.
- Complete essays based on one or more texts and written in a coherent, grammatically correct manner with a thesis, supporting arguments, and a conclusion.
- Develop thoughtful reflection both in written and verbal forms.
- Further develop our writing and presentation skill, learning to accept criticism and offering it in a fair and constructive manner.
- Enhance our research skills by preparing a significant and well-written research paper with appropriate research and citations.

Required Texts (11):

1. Richard Adams, *Watership Down*
2. Monica Ali, *Brick Lane*
3. Tony Hawkes, *Playing the Moldovans at Tennis*.
4. Alex Kotlowitz, *There Are No Children Here*
5. Elie Wiesel, *Night*
6. William Shakespeare, *Henry V*
7. C.S. Lewis, *The Voyage of the Dawn Treader*
8. My Moldova Blog http://faculty.mercer.edu/grant_jc/moldova.html
9. The Washington Post Weekly (\$12 check due by 1/17)
10. Selections from the Mercer Reader
11. A writer's handbook

Additional required reading is accessible through the class web, WebCT, or may be placed on reserve in the library. Students are responsible for these readings and any “handouts” given in class, as well.

Points/Point Breakdown

Assignment	%
2 Essays	35
Participation & Quizzes	10
Journal (including process paper—follow guidelines of essays)	15
Term Paper Preliminaries (topic, bib, draft)	10
Persuasive Speech Presenting your Term Paper Findings	10
Term Paper	20
TOTAL	100%

Final Course Grades are assigned according to the following criteria:

Grade	Percentage of points obtained	Significance
A	92.0 - 100%	Excellence in every facet, a model for future students
B+	88.0 - 91.9%	Very Good Work consistently exceeding expectations
B	82.0 - 87.9%	Good Work consistently exceeding basic expectations
C+	78.0 - 81.9%	Basic Competency with some good effects
C	70.0 - 77.9%	Basic Competency without severe deficiency
D	60.0 - 69.9%	Basic competency is achieved but work is weak
F	0 - 59.9%	Work is too weak to receive credit for course

NOTE: Failure to turn in a paper assignment constitutes an F for the entire course.

2 Formal Essays will be assigned. The essays are to be 5-7 pages in length typed, double-spaced (10-12 sized font). Individual guidelines will be distributed for each essay. Electronic submissions will not be accepted. Late papers will be penalized at 5 points per day late. A paper is considered late if it arrives after the start of class on a day in which it is due.

Prior to mid-semester, you will receive feedback on your academic performance in this course.

Attendance including Participation “To participate means not only being in attendance, but also providing thoughtful, and informed input as your part of the classroom discussion” (Dr. Drake). I am also looking for evidence that you are engaged in our course, completing the reading, and engaging in critical thought. Each day you will be given a participation grade. A 3 indicates thoughtful participation that demonstrated that you have developed a reasoned analysis of the course materials and demonstrate respect for you colleagues in class. A 2 indicates that you seemed attentive enough but did not engage in the discussion. A 1 is reserved for those students that are willing to participate in the discussion but really do not offer much critical insight into the texts being discussed or that you were not respectful of others opinions and thoughts. Zeros are assigned for absences, sleeping through class, or doing other things like completing homework for other classes. Your instructor reserves the right to give pop quizzes if it is apparent that the class is not reading the assigned texts or are not engaging in class discussions. Quiz grades, if necessary, will be averaged together and count as 50% of your participation grade.

You are expected to be logged on to the Mercer e-mail system for out of class communication, grading updates, calendar changes, and syllabus information.

Journal/Scrapbook, with at least 50 entries is due on the day scheduled for your final. You, however, will need to bring your journal with you to class on Mondays and let one of the preceptors offer some feedback (keeps us all honest). Each entry should be 150-250 words. It can be handwritten or typed but **MUST** be legible. Please include pictures, souvenirs, and other memorabilia. Each week, on Monday, students need to bring at least one entry to class for discussion with peers. Failure to do so on any occasion will result in a 5 point penalty on your final grade for the journal. Some entries in your journal should include

- A weekly reflection on an article or cartoon from the Washington Post Weekly.
- At least 10 reflections on your experiences in service-learning.
- At least one reflection for each of the readings in the course (you may be asked to turn this reflection in on the day we discuss the reading).
- Reflections on required 4th hour events.
- Reflections on writing essays and the process of the term paper
- Personal reflections that relate to your understanding of the world in which we live.
- A separate and more fully developed entry of 500-1,000 words that is an overall summary of the semester experience to be turned in with your final compilation.

A Term Paper of 10-12 pages (typed, double-spaced) is due toward the end of the semester. The paper must advocate a change in public policy at the local, state, national, or international level. An additional guideline sheet will be distributed prior to the date that topics are due.

- Paper must have a thesis, cohesive introduction, and conclusion.
- Paper must be thoroughly researched and documented
 - At least three books must be cited in your paper
 - At least three scholarly articles must be cited in your paper
 - At least three additional sources (interviews, Internet, newspapers or trade publications) must be cited in your paper
- You must be able to describe a current problem in public policy and offer a solution to it
- The solution must be developed in a comprehensive way, so that you have explored potential problems
- You must be able to present your paper as a persuasive speech to a decision-making authority at the end of the semester

Plagiarism This is, of course, cheating by not giving credit for ideas not original to you. It can take the form of “copying,” not noting direct or paraphrased quotations, or even failing to provide an adequate works cited list. Be careful to cite sources any time you borrow an idea or use another’s work to make a point, even when it is the textbook from this class.

4th Hour Activities Eleven 4th hour class periods are reserved for your service-learning projects. Three times over the course of the semester, you will be required to attend activities related to the class—these will be announced a week in advance—and may include plays, movies, concerts, or lectures. These are required and roll will be taken at these events. All of these events are regular events presented by Mercer University. Students will be expected to discuss these three events in their writing assignments with thought and insight. Failure to attend a fourth hour class (including participation in service-learning or attendance at required events) will adversely affect your grade in the course. An absence from a scheduled 4th hour class or activity will be counted the same as an absence from the regular class. Failure to attend an event or make minimum hours in service-learning will result in an automatic half letter grade penalty from a student’s final grade (eg. B+ to B or B to C+).

1. Dr. Katnor’s lecture *The Many Faces of AIDS* on Wednesday, January 23 from 6-7:15 pm in the Medical School Auditorium
2. The Founder’s Day Convocation on Wednesday, February 13 at 10:00 am in Willingham Auditorium.
3. Townsend School of Music faculty recital on Tuesday, March 11 at 7:30 pm in Fickling Recital Hall.

Service Learning (15-20 hours over the semester). The class will participate in a class tutoring project in the Afterschool program at Brookdale Elementary (during the scheduled 4th hour) and will also develop a special project for the school over the course of the semester.

Preceptors: Kasey Robinson and Suzanne Bottorff have agreed graciously to serve as preceptors for our class this Spring. Students enrolled in this class should use them as resources in preparing their work (written and otherwise) for this class. They can be used as reviewers for your work before it is due and will offer constructive criticism from conceptualization to completion. Use them wisely and respect their busy schedules by seeking their assistance early in the writing process. From time to time, they will lead class discussions. Also, each of them has a special role to fill in our class. Kasey as a Peer Advisor will be responsible for assisting you in academic scheduling and in accessing campus resources and she will offer comments on your two essays. Suzanne will be our contact person for service-learning. Both Kasey and Suzanne will review your journal entries. In no case will a preceptor assign a grade to your work—that is solely the responsibility of your instructor and all questions/concerns about a grade assigned for any work in the class needs to be addressed to him or appealed through normal academic channels.

Class Policies:

Honor Code The Mercer Honor Code applies to all work completed in this class. Any class materials (tests, quizzes, papers, handouts) are not for broad distribution. If they are found in a “test file” it will be considered a violation of the honor code. I will actively pursue prosecution of violators through all means available at the university and students that cheat will fail the course. If you divulge the contents of class materials to those not having received credit for FYS 102 you be considered as having violated the code.

I pledge myself neither to give nor receive help during tests nor for any individual assignments or papers, nor to use any information other than that allowed by the instructor. I further pledge that I will not allow to go unreported to the proper persons any violations of the Honor Code and that I will give true and complete information before the Honor Council

Attendance More than four absences in this class will result in a penalty on your grade in this class. A 5 point reduction on your final average will be taken for each successive absence over three (5 points will be deducted from your final average for the 4th absence, 10 points for the 5th, and so on). Eight or more absences will result in automatic failure. **YOU SHOULD COME TO CLASS!** In most cases empty seats do not absorb more material than do students. Empty seats do not participate better than students (though this is not true in certain cases). Empty seats certainly do not impress the instructor with your effort in his class. Exceptions to this policy are those absences documented with official Mercer communication.

Discussions about Grades from time-to-time you may disagree or question the instructor’s assignment of a grade to your work. This is a normal part of university life and your instructor encourages such discussions since how are you going to improve if you are not able to discuss your work. Also, it is possible that your work was mistakenly assigned a grade when another would have been more appropriate. The following guidelines apply in discussing your performance. You must make an appointment and have a face to face conversation with the instructor (nothing will be adjusted via an e-mail or phone conversation and e-mails questioning grading practices will be ignored). Students are to wait for at least 24 hours before asking for an appointment. All of these practices also apply to end-of-term grades as well.

Cell Phones and Pagers need to be turned off for our class.

Accommodations: Students with a documented disability should inform the instructor at the close of the first class meeting. The instructor will refer you to the Student Support Services office for consultation regarding evaluation, documentation of your disability, and a recommendation as to accommodation, if any, to be provided. Students must provide instructors with an accommodation form from Student Support Services listing reasonable accommodation to sign and return to Student Support Services. The Student Support Services office is located on the 3rd floor of the Connell Student Center.

In order to receive full use of services, students with documented disabilities should make arrangements with the Student Support Services Office at 301-2686 as soon as possible. Students with a documented disability who do not wish to receive services are also **strongly** encouraged to register with Student Support Services.

CLASS SCHEDULE				
WEEK	DATES	TOPIC	READING	OTHER
1	Jan 9, 10	Our Game Face:	Hawkes Grant	1/11 Last Day to Drop
2	Jan 14, 16, 17B	How we want the World to See Us Doing the incredible.	1. Love 2. Language 3. Strange & Sick 4. Village Life 5. Commercialism 6. Ambassador 7. Going Away	
3	Jan 23, 24B	Never Again	Weisel Mercer	Jan 21 is MLK Day
4	Jan 28, 30, 31B	Who is my Neighbor's Keeper?	1. King (2 works) 2. Bonhoffer	1st Essay due January 30th
5	Feb 4, 6, 7B	Adjustment...a stranger in a strange land?	Ali Mercer 1. NT Reading 2. Qur'an 3. Godsey	
6	Feb 11, 13, 14B	Where we come from...does it make a difference? Can we reform ourselves? What is "greatness"? What is the law?	Shakespeare Mercer 1. Plato "Crito" 2. Stafford (2 works)	<i>Term Paper Topic Due February 28th</i> 2nd Essay due February 27th
7	Feb 18, 20, 21B			
8	Feb 25, 27, 28B			
	Mar 3, 5	☺ ☺ ☺ ☺ Spring Break !!! ☺ ☺ ☺ ☺		
9	Mar 10, 12, 13B	Social Responsibility and change. Can I make a difference in the world?	Kolowitz Mercer 1. Carver 2. hooks	<i>Annotated Bibliography Due March 19th</i> 3/20 Last day to Withdraw 3/21 is Good Friday
10	Mar 17, 19, 20B			
11	Mar 24, 26, 27B	Frustration, corruption, and learning. How do I stay honest?	Adams Mercer 1. Kandinsky 2. Thoreau "CD"	<i>Term Paper Draft Due March 27th</i>
12	Mar 31, Apr 2, 3B			
13	Apr 7, 9, 10	Faith in the World Around Us: Our Beliefs & Our Impact	Lewis	<i>Final Term Paper Due April 9th</i> Persuasive speeches
14	Apr 14, 15, 17			
15	Apr 21, 23, 24			
🎯🎯🎯 FINAL JOURNALS DUE (with process papers): Friday May 2, 7 pm 🎯🎯🎯				

**Specific reading deadlines will be given during the weeks for which reading is assigned.