Mission Statement: The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

Prerequisite Advisory: Please be advised that you (the student) are responsible to have completed all course prerequisites necessary for this course prior to participating in the course. Not completing required prerequisites may negatively impact your ability to successfully complete this course.

Ottawa Student Email: Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one’s email will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 855-268-4357.

Course Number: LAS 30012

Course Title: Writing and Critical Thinking in the Liberal Arts

Credit Hours: 4

Prerequisites: N/A

Textbooks:
- Man’s Search for Meaning
  Any Edition
  V. E. Frankl
  Beacon Press
  ISBN-10: 0807014265

- A Writer’s Reference
  7th Edition
  D. Hacker, N. Sommers
  Bedford/St. Martin’s

Additional Resources: Additional readings are required in each of four breadth areas—Art/Expression, Science/Description, Social/Civic, Value/Meaning. Links are located in Blackboard.

Course Description: Engages students in exploring and understanding different ways of knowing through activities, readings, and discussion in four breadth areas. Students strengthen skills in reflective and critical thinking, written and oral communication, problem-solving, information literacy, and research writing as they explore knowledge and values in the interdisciplinary context of the liberal arts. Students apply new and experiential
knowledge in everyday life as they learn to examine multiple points of view and evaluate sources.

Course Objectives:

After successful completion of the course, the student should be able to:

1. Demonstrate autobiographical reflection on one’s formal and informal learning experiences and their impact on current learning and growth.
2. Demonstrate different ways of thinking and knowing within each of four breadth areas by applying the skills and knowledge required by each.
3. Discuss each of the four breadth areas, giving examples of the role and impact of each in one’s individual life and the place of each breadth area within the larger society.
4. Demonstrate critical thinking in being able to examine one’s own values, perspectives, and attitudes, and those of others.
5. Analyze the strengths one is bringing to a liberal arts education and the challenges for learning and growth.
7. Demonstrate the knowledge and skills of information literacy by developing a clear and focused research question, conducting a search for relevant scholarly articles by using Ottawa’s online databases and other relevant library and/or online resources, evaluating sources, gathering information, taking notes without plagiarizing, and accurately citing sources.
8. Integrate source material into a cohesive and properly documented research paper.

Statement of Teaching & Learning in the Adult Curriculum:

Ottawa University’s philosophy of teaching and learning supports the theories and principles of the andragogical model, whereby education for students becomes a shared experience amongst the students and facilitators of instruction. Ottawa’s learning community fosters a social climate of respect and collaborative modes of learning that draw on the adult students’ previous life, work, and academic experiences, while encouraging active involvement in what and how the adult learns. Ottawa University believes learning is a cooperative endeavor requiring a shared commitment, positive attitude, strong work ethic, and the responsibility of all participants within the community of learning and classroom. All adult students are expected to actively contribute to the classroom learning environment by introducing and sharing new content related to the course, analysis and reflection from personal and professional experiences.

Homework Requirement:

Homework for accelerated courses requires 12-15 hours of independent work each week (outside of class). Some students may complete homework study in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.
Editorial Format for Written Papers: Unless otherwise informed by your instructor, all written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation unless an alternative style is mandated by the discipline or instructor. This course includes information regarding APA style. Additional information may be found under “Writing and Research Resources” in the online Resource Room located on the course menu in Blackboard.

Information Literacy: Ottawa University is dedicated to helping both faculty and students effectively utilize library resources. Ottawa believes that it is imperative faculty guide students on accessing and utilizing text and data resources presently housed within the University's Myers' Library system, and believes it is critical that students actively and continually engage research resources, both online and through the main campus library facility. Students receive early training in the use of academic resources through new student orientation and from faculty instruction. Faculty are advised to utilize the Myers’ Library online databases for class preparation and student assignments, and students are encouraged to incorporate research materials from the many Myers’ Library online databases when fulfilling general course assignments. Each database in the Myers’ Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research is available for all academic disciplines. Please enjoy Ottawa University's rich and deep library resources, available to you 24 hours a day, seven days a week, through the Myers' Library system.

If you have any questions, please contact Gloria Creed-Dikeogu, Ottawa University Librarian or any other University librarian.

Sensitivity and Confidentiality: It is intended that the professor and all learners will maintain an atmosphere of safety and freedom in order for all to feel comfortable in expressing ideas and reactions. It is imperative that we are all respectful of one another and mindful of difference during discussion periods. While there may be disagreements about topics of discussion, it is expected that students use critical thinking in expressing opinions, as well as listen to others with respect and an eagerness to consider alternative viewpoints. If at any time during the course, you feel unable to express yourself or to participate fully, please make an appointment with the professor to discuss the situation.

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some learners. If a learner believes that a class activity may be personally disturbing, s/he should notify the instructor in advance to obtain a substitute assignment.

Blackboard: When a Blackboard shell is available for this course, you are expected to participate in the additional activities, resources and discussions as directed by your instructor. Blackboard engagement will be approximately one to one-and-one-half hours per week.
Blackboard Technical Support: The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff, and faculty at no cost.

Policies: All course-specific policies for this course are spelled out in this syllabus. You are responsible for reading and understanding all of these policies. Failure to understand or abide by these policies could have negative consequences on your experience in this course.

Attendance Policy: Pending – University-wide attendance policy

Late Submission Policy: With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Student Handbook: Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus. Please see Policies in Blackboard for additional university policies.

Classroom Conduct: For additional information concerning student conduct, please see the Student Handbook, which is available on the Ottawa University Web site. As stated in the Student Handbook, the University has developed clear statements of institutional expectations and standards related to student behavior and conduct. The University assumes that students will behave in a responsible manner when attending or participating in course-related activities. Therefore, students must act in such a manner as to reflect consideration and respect for honesty and the rights and welfare of fellow students, faculty and of the community as a whole. The University reserves the right to impose sanctions up to and including expulsion from the course or the Institution when behavior is dishonest, disruptive, threatening, or in any way compromises the productive educational environment of the University, as determined by the University. Specific policy and explanation of the University’s expectations of student conduct are available in the Student Handbook.
Academic Integrity:

Academic dishonesty includes: cheating on examinations, plagiarism, and the supplying of false information pertaining to the learner’s academic program. Another form of academic dishonesty is using the same paper or significant parts thereof for more than one class without permission from all instructors involved. It is recognized that it is a normal part of professional development to have a common theme of interest that may be explored in different classes. However, each paper should present an appreciable expansion of the thought, research, and interpretation beyond prior papers on the topic, with special appreciation for the specific assignment goals of the current class.

Cheating will not be tolerated in this course. The instructor considers plagiarism a form of cheating. Plagiarism is defined as presenting the work of another as one’s own. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate (APA) documentation format.

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

Statement on Diversity:

Diversity is defined as that incredible and beautiful variety of personal identities, experiences, values and world views that result from differences of origin, culture and circumstance. Ottawa University defines and appreciates diversity in all of its forms including age, ability or disability, ethnicity, national origin, race, religion, sex, gender, sexual orientation, and family and marital status.

Ottawa University celebrates and prizes the diversity of its students, faculty staff and Board of Trustees. In keeping with its Mission Statement, the University is called to actively foster an environment of awareness, appreciation, and intentional inclusivity. We hold this as essential in an institution which declares that it will conduct its affairs in a caring, Christ-centered community of grace. We believe we must embrace diversity because to do so is just, powerful, personally enriching and intelligent and because we believe Christ has called us to do so through His teachings and His example.

Services for Students With Disabilities:

Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Students must declare their accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services
Coordinator. The University requires reasonably recent documentation of a disability and reserves the right to request additional information and documentation if needed; confidential medical information will remain confidential to the extent required and allowed by state and federal law. Requests for accommodation and documentation of a disability must be received for evaluation at least one to two weeks prior to implementation of accommodations. Additional time may be required for some accommodations requests. To assure timely provision of services, students should initiate their requests early. Ottawa University provides detailed information on the principles and practices governing disabilities-related accommodations in its ADA 504, Title III Policies and Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, the University ADA Coordinator, and the University website. The University’s ADA Coordinator oversees all disabilities-related issues concerning students.

<table>
<thead>
<tr>
<th>Withdrawal:</th>
<th>Please note that if you decide to drop this class, you should do so early in the semester. This will appear as a “W” on your transcript, with no negative effect on your GPA. The later the withdrawal, the less the amount of reimbursement of tuition is possible. Please check with Registration and/or the Business Office if you have questions. Failure to continue to attend without formal Withdrawal may result in a grade of “F.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Information:</td>
<td>N/A</td>
</tr>
<tr>
<td>Copyright:</td>
<td>This material is protected by copyright and cannot be reused without permission.</td>
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<tr>
<td>Last Updated:</td>
<td>June 2012</td>
</tr>
<tr>
<td>Lead Faculty:</td>
<td>Joyce Caldwell</td>
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<tr>
<td>Disclaimer:</td>
<td>Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.</td>
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Grading /Evaluation: See grading scale on separate Course Form

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Attendance (5 points per class)</td>
<td>40</td>
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<tr>
<td>Participation (5 points per week, including Blackboard)</td>
<td>40</td>
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<tr>
<td>News Article on Assigned Breadth Area</td>
<td>10</td>
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<tr>
<td>LAB #1 Formal and Informal Educational Experiences</td>
<td>30</td>
</tr>
<tr>
<td>LAB #2 Philosophy and Goals</td>
<td>35</td>
</tr>
<tr>
<td>Ekphrastic Poem</td>
<td>15</td>
</tr>
<tr>
<td>Quotation from <em>Man’s Search for Meaning</em></td>
<td>15</td>
</tr>
<tr>
<td>Presentation of “Expressing Values through Art”</td>
<td>15</td>
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<tr>
<td>Paper on the Meaning of Freedom</td>
<td>15</td>
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<tr>
<td>Preparation and Participation in Deliberative Discourse on issue</td>
<td>15</td>
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</tbody>
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Research Paper:
* Development of Research Question                      | 10     |
* Annotated Bibliography                                 | 10     |
* Thesis Statement and eight References (APA format)    | 5      |
* Outline and Rough Draft                                | 10     |
* Final Research Paper                                   | 40     |
Research Paper Presentation                              | 25     |
Total points                                             | 330    |

Online Grade Book: Professors may use the Blackboard online grade book (TBA)

Submissions: Professor may advise student on submission of coursework online (TBA)

Course Outline:

**Learning Autobiography (LAB #1): Formal and Informal Educational Experiences (due Week 2)**
This essay will focus on your past formal and informal educational experiences. Before writing the essay, read the Preface and Excerpts from *Alice Walker: A Life*. You will be expected to include explicit references to Alice Walker’s biography as they relate to your personal learning experiences. You will also be expected to reflect on your multiple intelligences and typology as they relate to your learning and the journey you have begun at Ottawa. See the “template” with specific directions for this assignment in the course materials for Week 2 on Blackboard. The article on “Composing a Life Story” by Mary Catherine Bateson may help you reflect on the particular experiences you choose to focus on for this telling of your story.

**Development of Research Question (due Week 3)**
Use the worksheet to guide you in writing two to three pages that reflect your thinking through the six steps of developing a research question. Note the need to include your reflections on how your research question and your approach to gathering information demonstrate scientific thinking.

**News to Share – Breadth Area (due Weeks 3, 4, 5, and 6)**
Student(s) will share a current news article on an assigned breadth area. The sign-up sheet will be distributed in Week 2. This is an informal presentation and students may select their current event from various forms of media (print, television, internet, or radio). The presentation of the news piece should be four to five minutes.

**Ekphrastic Poem (due Week 4)**

Use the examples on the web links as models to write an ekphrastic poem on a piece of art or photograph of your choice. Be prepared to share your visual art with the class as you share your poem.

**Annotated Bibliography (due Week 4)**

Use the example of an annotated bibliography as a guide in writing an annotation for four scholarly sources. Note that each annotation includes a brief summary of the article along with a short evaluation of the usefulness of the article in addressing your research question. Follow the format in the example and use *A Writer’s Reference* for information on citing your sources in APA format.

**Prepare and present “Expressing Values through Art” (due Weeks 4 and 5)**

This activity should be at least five minutes and use some art form to express something of meaning or value to you. It may be something that you share with the class, involve the class in, or teach the class. Some possibilities are as follows:

- A song that expresses a meaning or message that is significant to you
- A dance that is part of your heritage
- A poem or story that has given meaning or direction to your life
- A piece of art or a symbol that expresses deep meaning for you
- An original song, story, art, poem, etc. that you created
- A symbol of your cultural heritage or expression of a family tradition
- A food (symbolic or real) that has significance to your family gatherings

**Quotations from *Man’s Search for Meaning* (due Week 5)**

Choose two quotations from the book by Frankl that have had an impact on you. The quotations can be as short as one sentence or as long as a paragraph. You are preparing two quotations in case another student chooses the same quote as you have. Be prepared to 1) read your quotation, 2) explain why these words, or this general concept/theme have meaning for you, and 3) how this book impacted you.

**Learning Autobiography (LAB #2): Philosophy and Goals (due Week 5)**

Write a 6-8 page paper following the assignment guidelines. Include information from the sources as noted in the guidelines and include a Reference page in APA format.

**Paper on the Meaning of Freedom (due Week 6)**

Write a 2-3 page paper on the meaning of freedom. Include references to the perspectives in the readings. Reflect on questions such as: How do you see and understand the tension between individual freedom and working for one’s own needs and that of focusing on the greater common good and working for the needs of all? What does individual freedom mean within a larger society? Can one person be free if another is not free? What does it mean to be a responsible citizen?

**Deliberative Discourse (due Week 7)**
Watch the videos and read the article on issues of access to clean water. Come prepared to discuss why water is a Social/Civic issue and also a Science/Description, and Value/meaning issue. Identify the questions, problems, and potential solutions from the perspective of the different breadth areas. Identify the assumptions or points of view that underlie the various arguments.

Sections in Preparation of Research Paper (due as noted in the syllabus)
Follow guidelines from A Writer’s Reference, materials referenced in class or available on Blackboard, and directions from your instructor in completing individual steps in developing your research paper.

Research Paper (due Week 7)
Follow guidelines throughout the course to develop a 10-12 page research paper that integrates information from at least eight sources, including four peer-reviewed scholarly articles. The paper will include a title page, introduction, review of literature, discussion, conclusion, and references.

Presentation on Research Paper (due Week 8)
Prepare a 10 minute presentation on your research paper. You may use PowerPoint or other visual aids, and you may use note cards. You will not be allowed to read your paper.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to the course</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Classroom Activities:</td>
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<tr>
<td></td>
<td>• Introductions</td>
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<td></td>
<td>• Tips for Succeeding at Ottawa University</td>
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<td>• Syllabus and Preparation for Week 2 Assignments</td>
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<tr>
<td></td>
<td>• Discussion of Formal &amp; Informal Learning Experiences</td>
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<td>• View and Discuss Plato’s Allegory of the Cave</td>
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<td>• Discussion of the meaning of education and what it means to think critically</td>
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<thead>
<tr>
<th>Assignments</th>
<th>Due Week 2:</th>
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<tbody>
<tr>
<td>Readings:</td>
<td></td>
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<tr>
<td>• Characteristics of Critical Thinkers</td>
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<tr>
<td>• Article “What is Critical Thinking” and Video</td>
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<td>• “On the Purpose of a Liberal Arts Education” by Harris</td>
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<tr>
<td>• “Only Connect . . .” by Cronon</td>
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<tr>
<td>• Ottawa University’s Liberal Arts Breadth Areas</td>
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<tr>
<td>• Excerpts from Alice Walker: A life by White</td>
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<tr>
<td>• “Composing a Life Story” by Bateson</td>
<td></td>
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<tr>
<td>• Multiple Intelligences with famous examples</td>
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| Activities: |             |
|            |             |
| • Complete Assessment of Multiple Intelligences and bring report to class |
| • Complete Assessment of Typology and bring report to class |
| • Complete Ottawa University’s Focus2 Assessments (optional; available via Career tab on student portal) |
Week 2

Liberal Arts and Ottawa University’s Four Breadth Areas

Classroom Activities:
- Discussion of Learning Autobiography 1 (LAB 1) and articles by White and Bateson
- Presentation of Right Brain/Left Brain, Ottawa University’s Breadth Areas, and Ways of Knowing and Being
- Discussion of Multiple Intelligences and Typology
- Discussion of articles on critical thinking and liberal arts education
- Critical Thinking activities
- Overview of A Writer’s Reference and its use to support writing
- Preparation for Week 3 assignments

Assignments
Due Week 3:
Readings:
- A Writer’s Reference: “Conducting Research” and “Evaluating Sources” (pp. 331-357)
- “Scientific Research: A Brief Introduction” by A. Williams
- “Steps of the Scientific Method” by Science Buddies
- “Appendix E: Introduction to the Scientific Method” by Wolfs
- Bloom’s Taxonomy
- “Research Paper Preparation Skills”

Activities:
- View video on Air Pollution. Identify steps of scientific method.

Writing:
- Use the worksheet to guide you in writing two to three pages that reflect your thinking through the six steps of developing a research question. Note the need to include your reflections on how your research question and your approach to gathering information demonstrate scientific thinking.

News Article:
- Sign-up to bring a current news article on a particular breadth area. The news article will be due the week that breadth area is covered in class.

Week 3

Science/Description Breadth Area

Classroom Activities:
- Presentation on Bloom’s Taxonomy
- Discuss scientific method and science-based ways of thinking and knowing
- Discussion of experiences and application of science/description in daily life
- Sharing of Science/Description news article (as assigned)
- Discuss the process of conducting research and evaluating sources
- Review and evaluate research topics and questions
Explore Myer’s Online Library and Ottawa University databases
Use EBSCOHost and other databases to find scholarly articles for research topic
Preparation for Week 4 assignments

Assignments
Due Week 4:
Readings:
- “A Road not Taken” by Frost
- “Still I Rise” by Angelou
- “Perspectives in Writing Ekphrastic Poetry” by Read-Write-Think
- “Ekphrasis: Poetry Confronting Art” by Poets.org
- “The Poet Speaks of Art”
- *A Writer’s Reference*: “Managing information; avoiding plagiarism” (pp. 357-365)
- “How to Read a Scholarly Article”

Activities:
- View “Conversation Four” with Sister Wendy
- Read at least four poems alongside their related paintings
- View websites with artwork and/or photography.

Writing:
- Choose a painting or photograph from the websites and write an ekphrastic poem on the visual image
- An annotated bibliography of at least four scholarly articles on your research topic (see sample in Blackboard; bring articles to class)

Presentation:
- Sign up to present “Expressing Values through Art” for Week 4 or 5

Week 4
Topic
Art/Expression Breadth Area

Classroom Activities:
- Sharing of Art/Expression news article (as assigned)
- Presentations of “Expressing Values through Art”
- Reading and Discussion of poems by Frost and Angelou
- Sharing ekphrastic poems and related artwork
- Discussion of experiences and meaning related to various types and styles of art
- Review annotated bibliographies and information needed for reference citations
- Activity on summarizing and paraphrasing articles; avoiding plagiarism
- Preparation for Week 5 assignments

Assignments
Due Week 5:
Readings:
- *Man’s Search for Meaning* by V. Frankl
- “Happiness” by D. G. Myers
- “Three Days to See” by H. Keller
- “The Key to Happiness: Gratitude” by D. J. Vanas (Odawa)
- *A Writer’s Reference*: “Supporting a thesis” and “Citing sources; avoiding plagiarism” (pp. 445-451); “APA list of references” (pp. 463-483)
- “Steps for Writing a Research Paper”
- Template for research paper
- “APA Writing Style and Mechanics: A User’s Guide”
Writing:
- Learning Autobiography (LAB #2): Philosophy and Goals (see complete assignment guidelines in course materials for Week 5 in Blackboard)
- Thesis statement for research paper
- List of references for research paper (bring sources to class)

Informal Presentation:
- Choose two quotations from the book by Frankl that have had an impact on you. The quotations can be as short as one sentence or as long as a paragraph. You are preparing two quotations in case another student chooses the same quote as you have. Be prepared to 1) read your quotation, 2) explain why these words, or this general concept/theme, etc. have meaning for you, and 3) how this book impacted you.

Additional Info

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Value/Meaning Breadth Area</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Classroom Activities:</td>
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<tr>
<td></td>
<td>• Sharing of Value/meaning news article (as assigned)</td>
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<tr>
<td></td>
<td>• Presentations of “Expressing Values through Art”</td>
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<tr>
<td></td>
<td>• Sharing quotations from Man’s Search for Meaning”</td>
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<tr>
<td></td>
<td>• Discussion of articles by Keller, Myers, and Vanas</td>
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<td></td>
<td>• Discussion of LAB #2 and the place of value/meaning in your life</td>
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<td>• Review thesis statements and references, including APA format</td>
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<td></td>
<td>• Identify main themes as headings for research paper</td>
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<td></td>
<td>• Review Research Paper Template, focusing on section for Review of Literature</td>
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<td></td>
<td>• Preparation for Week 6 assignments</td>
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</tbody>
</table>

Assignments Due Week 6:

Readings:
- Martin Luther King, Jr: “Beyond Vietnam: A Time to Break Silence” or Martin Luther King, Jr.: “Letter from Birmingham Jail”
- Nelson Mandela: “Long Walk to Freedom”
- Eleanor Roosevelt: “The Struggle for Human Rights”
- Langston Hughes: “Let America be America Again”
- Wendy McElroy: “Henry David Thoreau and ‘Civil Disobedience’”
- A Writer’s Reference: “Integrating sources” and “Documenting sources” (pp. 451-463)

Writing:
- An outline or map for research paper (see pp. 12-14 in A Writer’s Reference)
- Rough draft of three to four pages of research paper with correct citations
- A 2-3 page paper on the meaning of freedom

Additional Info

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Social/Civic Breadth Area</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Classroom Activities:</td>
</tr>
<tr>
<td></td>
<td>• Sharing of Social/Civic news article (as assigned)</td>
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<tr>
<td></td>
<td>• Presentation on Deliberative Discourse</td>
</tr>
</tbody>
</table>
- Discussion of readings and paper on meaning of freedom
- Review Research Paper Template, focusing on Introduction, Discussion, Conclusion, and References
- Final preparation for research paper—each student will meet individually with instructor to review draft of paper
- Preparation for Week 7 assignments

Assignments
Due Week 7:
Readings:
- Chief Seattle: “We May be Brothers”
- Article: “Seeing with a Native Eye”
- Adrian G. Weiss: “JANE GOODALL 1934- “

Activity:
- Watch the videos and read the article on issues of access to clean water. Come prepared to discuss why water is a Social/Civic issue and also a Science/Description, and Value/meaning issue. Identify the perspectives, problems, and potential solutions from different breadth areas. Identify the assumptions or points of view that underlie the various arguments.

Writing: Research Paper due

Week 7
Topic
Review of Breadth Areas
Classroom Activities:
- Video on Jane Goodall
- Discussion of integration of four breadth areas in Jane Goodall’s life and students’ lives
- Deliberative Discourse on water, examining the questions and issues related to the different breadth areas and using the skills of critical thinking
- Presentation on PowerPoint and Oral Presentations

Assignments
Due Week 8:
Research Paper Presentation

Week 8
Topic
Presentation on Research Papers
Classroom Activities:
- Oral Presentations of research papers
- Course evaluation
- Celebration of course completion!

Assignments

Additional Info
NOTE: Revisions to Research Paper are due by Saturday of Week 8

Final Examination: N/A