

**School for Adult Learning  
Liberal Studies Capstone  
3 Credit Hours  
(Fall Term, Session 3, 2008)**

**Dates:** Nov. 4<sup>th</sup>, 11<sup>th</sup>, 18<sup>th</sup>, and Dec. 2<sup>nd</sup>

**Time:** 6-9:45pm

**Location:** Esch Hall, Room 254

**Instructor:** Adrienne Embree, M.A.  
Enrollment Coordinator  
School for Adult Learning  
Office Hours: Mon, Wed, Fri: 8-4:30; Tues, Thurs: 11-7 and 30 minutes  
before class  
Office Phone: 317-781-5762  
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**Welcome:** Welcome to the Liberal Studies Capstone course, I look forward to spending the next five Tuesday evenings with you! This course is designed to give you a “culminating experience,” in Liberal Studies by delving deep into the University learning goals. Within the context of this course we will utilize and engage in many different forms of learning including, but not limited to, writing, individual and group instruction and presentations, cooperative learning, assessment, and case study.

Anticipated study time outside of class ranges between 10-15 hours per week.

**Required Text and Materials:**

- Course Packet - available only in University Bookstore.
- Pink, Daniel H. (2005). *A Whole New Mind: Why Right Brainers Will Rule the Future*. New York: Penguin Group. ISBN# 1-59448-171-7

**Course Objectives and Rationale:** In his essay, “A Liberal Arts College Perspective,” Gregory Prince, Jr. informs us the liberal education “grew to become an education in *how* to think, not an education in *what* to think. Content was a means to an end – the development of a capacity for critical thinking.” As the capstone for the Liberal Studies degree program, this course will not only serve as a venue for reflection over academic progress, but also provide students with a better understanding of the University learning goals and their practical life-applications. We will cover in-depth three of the four learning goals, social responsibility, critical thinking and creativity, and participate in a session-long service project to be determined by the class. It is my hope that over the span of this class, students will recognize the interrelatedness of the learning goals and be able to articulate how their work in higher education has equipped them with the intellectual courage to be critical and creative thinkers who use their skills in not only their personal and professional lives, but in the service of their communities and the world as well.

## **Student Learning Objectives:**

- Research, define, and explain the primary learning goals set forth by the University.
- Explain how social responsibility and service learning are related and present possibilities concerning how to better integrate the latter into adult education.
- Summarize leading theorists' ideas on social/civic responsibility, creativity, and critical thinking.
- Interpret how the learning goals are exemplified in your life and amplified by class readings, specifically Pink's book.
- Reflect upon personal practices as they relate to learning goals.

## **Course Policies:**

*Attendance:* You are expected to attend every class, arrive on time, and stay for the duration. In the event of an emergency which results in significant tardiness or the inability to attend, please either email or call me as soon as possible.

*Participation:* Due to the interactive nature of this course, it is imperative that you not only attend, but actively participate as well. Quality work and meaningful discussion are requisites for success.

*Withdrawal:* Withdrawal from this course is your responsibility; you will not be automatically withdrawn for missing the first evening of class. In order to receive a full refund, you must drop this course by Friday of the first week of class. The instructor reserves the right to withdraw the student for excessive absence.

*Academic Integrity:* Plagiarism/Cheating is unacceptable and will result, at the very least, in a grade of "0" for the assignment and failure of the course. Please see page 51 of the 2007-2009 Academic Catalog for further detail.

*Services for Students with Disabilities:* If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153/ [www.uindy.edu/ssd](http://www.uindy.edu/ssd)) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

## **Course Schedule:**

### **Prior to Week One:**

- Please consider a service learning opportunity in which busy adults might participate (for example, donation drives for organizations such as the Julian Center or inner-city schools, Indy reads; or minimally time-consuming volunteer options that could be completed within the timeframe of this course). You might visit "volunteer match" on

the internet for ideas. I anticipate a well-researched discussion of our options! We will take the first 15 minutes of class to narrow our choices.

- Read pages 15-xxxiii in your course packet on Social Responsibility (Ch. 2: *Ethics, Higher Education and Social Responsibility*, by Joyce Ladner, AND Introduction: *Higher Education and the Development of Civic Responsibility*, by Anne Colby, Thomas Ehrlich.... On the latter, please **read only through page xxxiii**.
- Write a response paper concerning the *authors'* takes on the role of higher education in forming a country of social responsible citizens. Address the perceived importance of service learning in this venture. What is being done, what could be done and what is the general importance of social responsibility in education? This paper should briefly summarize the authors' points and then include your reaction and general thoughts on this topic. Your paper should be 3 pages in length, double spaced, Times New Roman 12 pt. font, with standard margins and adhere to the grammatical writing standard found at the end of this syllabus. Please use the Rubric also found at the end of this syllabus for this paper to ensure you've done the assignment correctly. The response paper is worth **20 points**.
- Ensure you have thoroughly read this syllabus. There will be a brief quiz in class over its content. This quiz is worth **5 points**.

#### **Prior to Week Two:**

- Read Part I of Pink's *A Whole New Mind*.
- Based on the discussion questions distributed in the first week's class, construct a well-formed, **typed**, "teaching outline" to assist you in leading the class discussion concerning your question. This outline is worth **10 points** and will be turned in at the end of class.

#### **Prior to Week Three:**

- Read pgs. 65-145 in *A Whole New Mind*.
- Read Critical Thinking section in course packet: Ch 2: *Becoming a Critic of Your Thinking*, by Richard W. Paul and Linda Elder. \*You do **not** need to read the article titled, "What is Critical Thinking and How to Improve It."
- Compose a *personal* reflection paper concerning your thoughts on your own thinking. Please refer to the handout given in class to guide you. This reflection paper is worth **20 points**.

#### **Prior to Week Four:**

- Read pgs. 149-205 in *A Whole New Mind*.
- Read "Introduction" by Michael Michalko in your course packet (pgs. 1-14).
- Begin work on Final Presentation (refer to class handout)

#### **Prior to Week Five:**

- Read pgs. 209-247
- Complete Presentation, including note page to turn in as part of grade. The final presentation is worth **25 points**.

**Grading Scale:**

<b>Assignment</b>	<b>Points</b>
Participation Points (4 per class)	20
Social Responsibility Response Paper	20
Syllabus Quiz	5
Outline for Leading Discussion	10
Critical Thinking Reflection Paper	20
<i>Whole New Mind</i> Presentation	25

<b>Total Points</b>	<b>Final Grade</b>
90-100	A
80-89	B
70-79	C
60-69	D
59 or fewer	F

**\*Please note, this syllabus is a dynamic document and is therefore subject to change in accordance with student needs and the overall progress of the class.**

## Writing Standard for the School for Adult Learning

The content of any writing assignment in the School for Adult Learning is determined by the instructor and the discipline. However, successful adults will demonstrate a mastery of fluency and conventions. Every instructor should specify that each writing assignment will also be assessed on the following standards.

<p><b>Sentence fluency</b> addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. Successful students will</p>	
<p>1. <i>use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</i></p>	
<p>2. <i>show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of writing.</i></p>	
<p>3. <i>demonstrate a flow that is natural and powerful when read aloud.</i></p>	
<p><b>Conventions</b> address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. Successful students will</p>	
<p><i>Use capitals correctly for:</i>  <i>Proper nouns:</i></p> <ul style="list-style-type: none"> <li>• <i>Holidays</i></li> <li>• <i>Place/regional names</i></li> <li>• <i>Languages</i></li> <li>• <i>Historical events</i></li> <li>• <i>Organizations</i></li> <li>• <i>Academic courses (algebra/Algebra I)</i></li> <li>• <i>Product names</i></li> </ul>	<p><i>Words used as names (Grandpa)</i>  <i>Literary titles (book, story, play, song)</i>  <i>Titles</i>  <i>Abbreviations</i>  <i>Proper adjectives (German shepherd)</i></p>
<p><i>Use commas to punctuate the following correctly:</i></p> <ul style="list-style-type: none"> <li>• <i>Items in a series</i></li> <li>• <i>Greetings and closing of letters</i></li> <li>• <i>Introductory words, phrases, and clauses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Direct address</i></li> <li>• <i>Interrupters</i></li> <li>• <i>Compound sentences</i></li> <li>• <i>Appositives</i></li> <li>• <i>Dialogue</i></li> </ul>
<p><i>Use quotation marks to punctuate the following: dialogue, titles, and exact words from sources.</i></p>	
<p><i>Use underlining or italics to identify titles and vessels (ships, spacecrafts, planes, trains) correctly.</i></p>	
<p><i>Use colons to punctuate business letter salutations and sentences introducing lists.</i></p>	
<p><i>Use semicolons to punctuate compound and compound-complex sentences when appropriate.</i></p>	
<p><i>Use apostrophes to punctuate the following: contractions, singular possessives, and plural possessives.</i></p>	
<p><i>Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</i></p>	

<i>Spell words correctly.</i>	
<i>Use paragraph breaks to reinforce the organizational structure, including dialogue.</i>	
<i>Demonstrate control of grammar and usage in writing:</i> <ul style="list-style-type: none"><li>• <i>Parts of speech</i></li><li>• <i>Verb forms and tenses</i></li><li>• <i>Subject/verb agreement</i></li><li>• <i>Pronoun/antecedent agreement</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Parallel structure</i></li><li>• <i>Comparative and superlative degrees of adjectives</i></li><li>• <i>Modifier placement</i></li><li>• <i>Homonyms</i></li></ul>
<i>Use appropriate format and cite sources using the APA manual.</i>	

RUBRIC FOR SOCIAL RESPONSIBILITY RESPONSE PAPER  
**SAL 480: Excellence in Liberal Studies**

Name \_\_\_\_\_

Score

	<b>Poor 1</b>	<b>Good 3</b>	<b>Very Good 4</b>	<b>Excellent 5</b>
Explanation of the assigned material from the course packet	Explanation is unclear, missing, or not consistent with statements in the text	Explanation is clear and consistent with statements in the text, but is little more than the basic	Explanation is clear, consistent with statements in the text, developed, but lacks some detail	Explanation is clear, consistent with statements in the text, well-developed, and detailed
Examples, reasons, and explanations (or other appropriate forms of support) from <i>your life</i> and observations that illustrate the material read for class	Examples, reasons, and explanations (or other forms of support) do not illustrate the assigned material from the text	Examples, reasons, and explanations (or other forms of support) illustrate the assigned material from the text	Examples, reasons, and explanations (or other forms of support) illustrate the assigned material but lacks the detail and compelling nature of an excellent paper	Examples, reasons, and explanations (or other forms of support) illustrate the assigned material, are compelling, and are well-developed

<p>Writing Standards</p> <ul style="list-style-type: none"> <li>• Sentence fluency</li> <li>• Capitalization</li> <li>• Commas</li> <li>• Quotation marks</li> <li>• Underlining or italics</li> <li>• Colons</li> <li>• Semicolons</li> <li>• Apostrophes</li> <li>• Hyphens, dashes, parentheses</li> <li>• Spelling</li> <li>• Paragraph breaks</li> <li>• Control of grammar and homonyms)</li> <li>• Citations</li> </ul>	<p>Nine or more errors</p>	<p>Six to eight errors</p>	<p>Four to six errors</p>	<p>Zero to three errors</p>
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