

**FYE 101 04: Introduction to Intellectual & Creative Inquiry**  
**Fall 2007 Tuesday & Thursday 1:50-3:05pm**  
**Engleman Hall B111**

Instructor: **Dr. Armen T. Marsoobian**

Student Support Consultant: TBA

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E-mail: [marsoobian1@southernct.edu](mailto:marsoobian1@southernct.edu) (Please note: If you e-mail me in the evenings or on weekends, you may not get a response until the following school day.)

Office Hours: Tues. & Thurs. 11:15-1:30, Wed. 5:45-6:15 & other times by appointment.

**Course Description:** FYE 101 introduces students to the academic and interpersonal skills and experiences necessary to become committed, competent, responsible, successful, and engaged learners. This course helps students become more familiar with *what* we do at the university, as well as offer them many occasions to explore *why* and *how* we do these things.

The readings and other projects in this course will focus upon the learning process and education broadly conceived. In particular we will be concerned with the history, the philosophical foundations and the reform of liberal education. The concept of a liberal education serves as the basis of your University Requirements (as distinct from the requirements of your chosen major). Liberal education finds its philosophical roots in ancient Athens beginning in the 5<sup>th</sup> century B.C. and culminating in the writings of the ancient Roman philosophers of the 2<sup>nd</sup> century A.D.

### **Learning Outcomes**

- Students will contribute to and become engaged in learning communities by taking responsibility for their own education.
- Students will learn how to navigate the University and access both academic and social supports.
- Students will learn the connectedness between their general education courses, academic majors and personal and professional development.
- Students will develop an understanding of education in cultural contexts, both local and global.
- Students will investigate theories of learning in order to identify their own learning styles, as well as the variety of learning and teaching styles of others, including peers and teachers.
- Students will use inquiry-based learning to investigate an issue, reflect upon it, and form and defend a position.
- Students will use reading, writing, and speaking as a way to develop critical thinking, as well as a way to effectively communicate ideas to others.
- Students will become familiar with the array of information resources available, as well

as gain an understanding of the research process.

- Students will participate in co-curricular, community-based opportunities offered by the University and gain an understanding of the importance of these opportunities in relation to their educational goals and personal development.
- Students will explore issues of diversity and approaches to advancing social justice.
- Students will learn the importance of wellness in promoting, maintaining and enhancing the learning process.

### **Required Materials**

- Anthony Weston, *A Rulebook for Arguments*, 3<sup>rd</sup> ed., Indianapolis, IN: Hackett Publishing, 2000.
- Plato, *Protagoras*, translated by Stanley Lombardo & Karen Bell, Indianapolis, IN: Hackett Publishing, 1992.
- John Dewey, *Experience and Education*, New York: The Free Press, 1997.
- Martha C. Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*, Cambridge: Harvard University Press, 1997.
- Tyco packet of additional readings.
- Weekly or Monthly Calendar or Date Book
- *2007-2008 Undergraduate Catalog*
- *SCSU Fall 2007 Graduate and Undergraduate Course Schedule*
- *SCSU Student Handbook* (DVD)

### **Assignments and Evaluation:**

#### **Your final grade will be based on the following:**

- An individual research project (15%) due Oct. 30. Details to follow.
- Six (6) short essays (generally a maximum of 500 words) due on various dates. See schedule for specific due dates. (6.66% each, total 40%)
- In-class one-paragraph responses to the assigned reading. (15%)
- Self-evaluation essay due Dec. 18. (15%)
- Final Exam (10%)
- Group Presentation/Project (5%)
- (Not graded) Completion of self-assessments, which will help the instructor assess what students are learning in the course and help the university assess how well the FYE model is working to achieve its objectives. The SCSU Office of Assessment and Planning will enter and store the data for all students' self-assessments. The same Office may track the progress of the whole incoming class of first-year students through their years at SCSU and two years after graduation. Improvement of the university experience of students will be the only use to which student self-assessment data will be applied. In this way, both current and future students will benefit. Because of the potential for having data tracked, students are asked to write their student ID number on the self-assessments. The self-assessments are confidential. Only the instructor will have access to them. The Office will not report on individual students' responses, but will group the

responses from the whole incoming class of first-year students together for analysis. At any time, including the first entry into the tracking data file, students may request that the Office of Assessment and Planning remove their self-assessments from their analysis files. This may be done by sending an e-mail to [assessment@southernct.edu](mailto:assessment@southernct.edu). If no requests are received from a student, it will be assumed that said students have given his or her consent to use the data as described.

### **Additional information about your evaluation and class preparation:**

#### **1. In-class one paragraph writing (15%)**

During several class periods you will be asked to write short responses to an interpretative question about the assigned reading. On other occasions you will be asked to prepare a short (generally one page typed) response to a similar question to bring to class with you. These response writings are worth **15%** of your final grade. There are no make-ups for these assignments, so it is incumbent upon you to be in class and on time. A primary task in this course is learning to argue cogently for the viability of your particular interpretation. Thus, at the beginning of most class periods we will ask you to write a one-paragraph response to an interpretive question about the text(s) assigned for that day.

\* These answers should be concise, drawing upon **specific** references to the text for support.

\* You may use your books, but you will have only 5-7 minutes to answer.

\* Please make sure that you use 8 1/2" x 11" paper without ragged edges.

To be effective, even these short in-class writings need the essential elements of a sound argument: a **claim** or **thesis** that is interpretive and arguable, followed by supporting **evidence** (usually quotations from the text); then an **explanation** that briefly demonstrates how that evidence supports your thesis.

These responses will be graded with the following rubric:

#### **Excellent (100 points)**

Does all that a **satisfactory** answer does, *and* expands on the original question by exploring related issues *and* questions or by bringing other relevant texts into play.

#### **Satisfactory (85 points)**

Addresses the question with an interpretive thesis at the outset, *and* engages the question thoroughly; *and* supports assertions with specific references from the text, *and* cites references accurately; *and* explains how the references relate to the opening thesis.

#### **Not satisfactory (60 points)**

Fails to address the question at the outset, *or* lacks an interpretive thesis; *or* engages the question in merely the most perfunctory or obvious way; *or* cites no specific references from the text, *or* does not explain how the references relate to the opening thesis.

#### **No grade (0 points)**

Is not turned in by the end of the exercise.

Consequently, you should use the following three-part structure as a guide for your in-class writings:

- a. **CLAIM** (thesis)
- b. **EVIDENCE** (quotation—be sure to cite line numbers for poetry, page numbers for prose)
- c. **EXPLANATION** (your interpretation of the quotation insofar as it supports your opening claim).

This three-part structure is **NOT OPTIONAL** if you wish to do well on these assignments. I reserve the right to give written homework or pop quizzes; if I do, they will be graded like the in-class writings.

## 2. Self-Evaluation Essay (15%)

A paper of 5-6 pages (approximately 1250-1800 words) in which you assess your strengths and weaknesses, your successes and failures, in this course throughout the semester is due on the last class day. You must explain and offer evidence for your claims to the Dean of Arts and Sciences, drawing on the course criteria. (Remember that participation and hard work are par for this course, so you get no bonus for either one.) We grade this paper on the effectiveness of your argument, so do not try to persuade the Dean of a strength or weakness you exhibited unless you are convinced of it.

## 3. Reading Assignments:

Because this is a class based on discussion, it is imperative that you read (i.e., more than once), look, and listen thoroughly and come to class prepared to engage in discussion. Active participation is expected. Generally speaking you should spend **two hours** of preparation time for every hour of class time. “Students are expected to spend about two hours weekly on out-of-class preparation for each credit hour they carry” (*SCSU Undergraduate Studies Catalog*). To complete this course successfully, you need to read all assigned material carefully and thoroughly. That means **REREADING** them and **MARKING UP** your texts (as listed for each day on the syllabus) by the time class begins. To ensure that you *understand* what you read, you should

- allow at least two and one half hours per class to prepare for each class meeting.
- practice becoming more than a passive reader as you read. See the handouts on **Interpretive Reading** and **Mortimer Adler’s “How to Read a Book.”** THROW YOUR HIGHLIGHTERS AWAY!!!
- use a pen (or pencil) and paper in all your reading to make notes, jot down questions, circle features that catch your attention; use the dictionary to look up unfamiliar words or familiar words used unfamiliarly.
- analyze arguments in expository prose by distinguishing among—and marking—main claims, supporting claims, supporting evidence and examples, counter-examples, explanations, and digressions. Read all footnotes and endnotes. WE MEAN THIS! Though a time-consuming process, it’s the first step toward understanding.
- keep up with the relationships among characters in narratives and follow the chronology.
- mark repeated or unusual words, ideas, and images in imaginative literature. WE MEAN THIS, TOO!!

Although we will clarify many of these basic questions in class, you are responsible for coming to class having addressed most of them, or at least ready to ask about them intelligently. If you are not fully prepared (which means not only having read the **entire text interactively**, but also having thought about it), you will not be able to participate productively in class discussion, whether or not we call on you, or in group work.

#### **4. Grading System:**

The grading system discussed in the *Undergraduate Catalog* will be followed. Numerical grades on the papers will be translated into letter grades for final grade purposes according to the following format: A+ (100-97), A (96-93), A- (93-90), B+ (89-86), B (86-83), B- (83-80), ... F (59 and below). As stipulated in the Catalog the average grade will generally be C+ or a C. The *Undergraduate Catalog* breaks down grades as follows: Exceptional: A+, A, A-; Superior: B+, B, B-; Average: C+, C; Passing: C-, D+, D, D-; Failure: F.

#### **Attendance & Classroom Etiquette:**

Attendance is mandatory unless prior arrangements have been made with the instructor. See attendance policy in the *Student Handbook*. **While there is no specific number of allowable absences, if you are absent when assignments are collected or when we do in-class writing, it will be difficult to receive the 15% of your grade based on this aspect of your performance.** Please provide all explanations of missed assignments in writing. If class is missed or cancelled for any reason, please come to the next class prepared for both that class and the missed or cancelled one. You have a responsibility to me and to the other members of the class to show up, fully prepared and on time. Arriving late, leaving early, being unprepared (not having brought your books and papers, not having read the assignments carefully, etc.), all count negatively and will result in a lower grade. **Please make sure that all cell phones are turned off before entering the classroom. This also pertains to text messaging.** You may be asked to leave the classroom for the rest of the class period if your phone rings or you come unprepared.

#### **E-mail Etiquette:**

When sending e-mails to instructors or administrators please begin your correspondence with a proper salutation, e.g., Dear Dean Fredeen or Dear Prof. Williams. Include a relevant title in the subject field. Follow proper punctuation and capitalization. Remember e-mails are not text messages and abbreviations should not be use.

#### **Late Papers and Assignments:**

Unless you have made prior arrangements with me in writing, I expect your papers at the beginning of class on the due date; **papers not turned in at this time are late.**

I will not accept a late paper without a good explanation in writing as to why it is late. Late papers that I accept may be penalized 10 points (one letter grade) and returned with a grade, but with little or no comments. You are always welcome to discuss your paper individually with me during my office hours.

#### **Academic Honesty:**

Academic dishonesty will at minimum result in a failure for the course. Your name will be passed on to the academic dean. See the relevant section in the *Student Handbook*. If you do not understand the concept of plagiarism after reading the relevant section (F) in the *Handbook*, please see me. **Please read, sign and return the Academic Honesty Statement that will be distributed next week.**

### **Grade Grievances:**

If you have any complaint about any grade that cannot be resolved after a discussion with me, I can let another teacher of this course (or similar course) grade a clean copy of your paper. I will assign you the higher of the two grades.

### **Disability Accommodations:**

As a student with a disability, before you may receive course accommodations in this class, you will need to make an appointment with the Disability Resource Office located in EN C105 to arrange for approved accommodations (Phone: 392-6828 TTY: 392-6131 Email: [tuckers1@southernct.edu](mailto:tuckers1@southernct.edu), <http://www.southernct.edu/departments/drc>). However, if you have other information you would like to speak with me about, such as emergency medical information, or arrangements in case the building must be evacuated, please make an appointment as soon as possible.

## **Semester Schedule**

**(Please check MySCSU for posted changes to the schedule. Dates in the schedule are for when assignments are due. Assignments will usually be explained when assigned. Not all assignments are listed below. Some will be announced in class.)**

**\* Some videos (DVDs) are longer than the 75 minute class period. We will be showing the videos on some Fridays since there are normally no classes scheduled on Friday afternoons. DVD copies of the videos will be placed on reserve in Buley Library shortly after they are shown (whenever possible).**

### **Week 1: The Learning/Teaching Environment**

T 9/4: Getting acquainted exercise.

Quick tour of my office & the Philosophy Department office.

Organizing the classroom space: Discussion of how the physical classroom configuration influences teaching and learning styles.

Assign team project: Survey of classroom configurations and teaching styles of your other instructors.

R 9/6: Shoenberg, "Why Do I Have to Take this Course?"

Preliminary discussion of your observations of classroom configurations and teaching styles.

### **Week 2: Learning and Teaching Styles in the Old Academy: Socrates and the Sophists**

**Note:** Tuesday, Sept. 11 is the last day to drop or add a course. Please see me if you are contemplating doing so.

T 9/11: Weston, *A Rulebook for Arguments*, Preface; Introduction ; Ch. I “Composing a Short Argument: Some General Rules”  
Presentation of brief team reports on classroom configurations and teaching styles.

R 9/13: Plato, *Protagoras*, 1-59 (You will be reading this work more than once. Rereading is an essential college skill. Your first reading should give you a general knowledge of the text, not a detailed knowledge of its arguments. The latter is only achieved through multiple careful re-readings.)  
Assign Short Essay #1  
Brief discussion of paper format & style. Review of academic honesty policy.

F 9/14 1:00-2:00pm New Student Convocation – Lyman Center for the Performing Arts.  
Reception to follow.

**Week 3: Critical Reading, Thinking and Writing: Lessons from Ancient Athens.**

T 9/18: Weston, *A Rulebook for Arguments*, Ch. II “Arguments by Example” & Ch III “Arguments by Analogy”  
Plato, *Protagoras*, 1-15.

R 9/20: Short Essay #1 due.  
Workshop on Essay #1

F 9/21: (Community Hour, 1:05 pm): *Declining By Degrees: Higher Education at Risk* (DVD – 120 minutes)\*

**Week 4: The New Academy: The History of Higher Education in America or What exactly is a university?**

T 9/25: Readings on the history of higher education (Tyco packet).  
Discussion of video.  
Assignment due: Create a timeline of significant dates in the history of SCSU.  
Short Essay #2 assigned.

R 9/27: Weston, *A Rulebook for Arguments*, Ch. IV “Arguments from Authority”  
Plato, *Protagoras*, 1-23.

**Week 5: Learning Virtue: What can we learn from 2000-year-old stuff?**

T 10/2: Plato, *Protagoras*, 23-31.  
Short Essay #2 due

R 10/4: Plato, *Protagoras*, 31-44.  
*Applying the Lessons of Ancient Greece: Martha Nussbaum* (DVD).\*

**Week 6: Wellness Then and Now: What have the Olympics to do with learning?**

T 10/9: Follow-up discussion of video.

Plato, *Protagoras*, 44-59.

Assignment due: Nussbaum DVD.

(Spring schedule posted on the web)

R 10/11: Readings on physical education and sexual behavior in ancient Athens (Tyco package).

Assignment due: What are the options on campus for exercise and healthy eating?

### **Week 7: Public Education: Historical Roots and Philosophy**

T 10/16: Library research workshop.

Assignment of research project: Part 1: The development of public education in

America. Part 2: A comparative analysis of the American public education system with that of another country.

R 10/18: Dewey, *Experience and Education*, chapter 1, “Traditional vs. Progressive Education”

(Winter Session registration begins)

### **Week 8: Public Education: The Bad Old Days and Reform.**

T 10/23: Dewey, *Experience and Education*, chapter 2, “The Need for a Theory of Experience”

Dewey, *Experience and Education*, chapter 3, “Criteria of Experience”

**(Tuesday, Oct. 23 Spring registration begins)**

R 10/25: Dewey, *Experience and Education*, chapter 4, “Social Control”

Dewey, *Experience and Education*, chapters 5, “The Nature of Freedom”

Assign Short Essay #3 (Dewey in my high school)

### **Week 9: Public Education: The Bad Old Days and Reform.**

T 10/30: Dewey, *Experience and Education*, chapter 6, “The Meaning of Purpose”

Dewey, *Experience and Education*, chapters 7, “Progressive Organization of Subject-Matter”

Guest from the School of Education: What does it take to be a teacher in Connecticut these days?

Research project due

**(Halloween – Midterm grades are distributed but don’t be frightened!)**

R 11/1: Dewey, *Experience and Education*, chapter 8, “Experience – The Means and Goal of Education”

Short Essay #3 due

Assign Short Essay #4

### **Week 10: Liberal Education: Why all these university requirements?**

T 11/6: Nussbaum, *Cultivating Humanity*, Preface & Introduction - “The Old Education and the Think Academy”

Nussbaum, *Cultivating Humanity*, Chapter One – “Socratic Self-Examination”

Read the following pages from the 2007-2008 *Undergraduate Catalog*: 1-8, 27-47.

\*R 11/8: Nussbaum, *Cultivating Humanity*, Chapter One – “Socratic Self-Examination”  
(continued)  
Short Essay #4 due

**Week 11: Liberal Education: The Need for Globalization**

T 11/13: Nussbaum, *Cultivating Humanity*, Chapter Two, “Citizens of the World”

R 11/15: Nussbaum, *Cultivating Humanity*, Chapter Three, “The Narrative Imagination”  
Guest participant from the English Department

F 11/16 1:05pm (Community Hour): *America at a Crossroads: The Muslim Americans* (DVD – 60 minutes)\*  
Assign Short Essay #5  
(Last day to withdraw from courses without permission of the instructor. You will receive a W on your transcript. After this date you will need the permission of the instructor and you will receive either a WP-withdrawn passing or a WF-withdrawn failing.)

**Week 12: Liberal Education: The Need for Globalization (continued)**

T 11/20: Discussion of the video.

Guest participant from the Religious Studies Program  
Nussbaum, *Cultivating Humanity*, Chapter Four, “The Study of Non-Western Cultures”  
Web registration for freshmen begins (6:01 am)

11/21 to 11/25 Thanksgiving Recess

**Week 13: Liberal Education: A Multicultural Academy**

T 11/27: Nussbaum, *Cultivating Humanity*, Chapter Four, “The Study of Non-Western Cultures”  
(continued)  
Nussbaum, *Cultivating Humanity*, Chapter Five, “African-American Studies”  
Guest participant from International Programs at Southern or from the Multicultural Center .  
Short Essay #5 due

\*R 11/29: TBA  
(Web registration ends 11/30)

**Week 14: Liberal Education: Women in the Academy – What would Socrates think!?**

T 12/4: Nussbaum, *Cultivating Humanity*, Chapter Six, “Women’s Studies”  
Guest participant from Women’s Studies or the Women’s Center

**What does sex have to do with it?**

R 12/6: Nussbaum, *Cultivating Humanity*, Chapter Seven, “The Study of Human Sexuality”  
Counseling Service: Presentation of campus resources.

**Week 15: Liberal Education: Southern or Sacred Heart, is there a difference?**

T 12/11: Nussbaum, *Cultivating Humanity*, Chapter Eight, "Socrates in the Religious University"

Assign Short Essay #6 (Questions for the Dean of Arts & Sciences)

Self-evaluation essay assigned

R 12/13: Nussbaum, *Cultivating Humanity*, Conclusion, "The 'New' Liberal Education"

Short Essay #6 due

Guest participant: Dean of Arts and Sciences

Our last class. Classes end on 12/13 6 pm.

F 12/14 Reading/Make-up. Instructors may schedule classes on this date to make up for cancelled classes. Please do not make plans to leave town on this date.

**Final Exam:** Tuesday, Dec. 18 **12:45-2:45pm** in the same classroom we always meet in.

Please note the time since it isn't the same as our class meeting time. **Self-evaluation essay due.**

**Rev. 9/4/07**