

The Human Experience: Who am I?

HMXP 102, Section 014, Fall 2008

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Office Hours: T 12:30-1:30; W 12-1
and by appointment

Meets: TR 10:30-12:15

Room: Sims 113C (Sims 202)

Required Texts:

1. Sinn, *et al.* (eds.) *Human Experience I: Who Am I? GNED 102*. Tapestry Press.

2. Harris, Muriel. *Prentice Hall Reference Guide to Grammar & Usage*. Prentice-Hall.

Course Website: http://chem.winthrop.edu/faculty/daley/link_to_webpages/personal/HMXP_102/home.html

Prerequisite and Graduation Requirement: You must have achieved grade of “C” or better in WRIT 101 before taking HMXP 102. You must achieve a “C” or better in this course and in CRTW 201 before graduation.

Course Goals: This course was added to Winthrop's General Education curriculum specifically to help students become part of our *learning community*. We will explore questions about identity, probing the concept of “self” in different contexts. Your professor's role will be different than what you might have encountered in other courses; my main purpose will be to guide you in your exploration of your various “selves.”

Course Goals (for all GNED-102 courses)

Students will be engaged as active learners. As they treat the “self” as the subject of study, students will consider how various perspectives and bodies of thought bear on their own identities. They will “try on” different lenses for understanding the self and their own identities. They will engage in this study at a personal level and reflect on how they can use their college experience to grow and develop.

Students will develop dialogue skills – reading, reflecting, discussing, and writing – for their full participation in a variety of communities, especially the university community. By engaging in reflective, critical thought and informed discussion on a question of central importance, such as the nature of the self, students will learn to value multiple perspectives on issues. They will witness and appreciate how, as members of a learning community, we benefit from drawing upon various perspectives and learning from each other.

Students will understand that knowledge is constructed, arising from a variety of perspectives. By examining various methods of understanding and notions of the self, students will come to understand how any given perspective both reveals and conceals. Students will see how foundational assumptions within a given perspective both enhance and limit the value of that perspective. Students will see knowledge as arising from particular points of view within various communities rather than as autonomous chunks of objective information.

Students will understand the self as both isolated and connected. Students will consider and reflect on notions of the self that include individual and communal definitions. They will be challenged to articulate perspectives on the self that range from the isolated organism to the self as constructed within various communities. The commonalities among various selves and the unique characteristics of each self comprise a major theme of the course, and students will develop and demonstrate understanding of the origins, strengths, and limitations of each perspective.

Students will recognize and appreciate a diversity of viewpoints. By considering a variety of perspectives in a supportive yet critically astute learning community, students will develop greater capacity for tolerance and respect.

Technological Requirements: In addition to face-to-face meetings, our class will also use the internet. I have constructed a course web site where course news, announcements and assignments will be posted. I will send important announcements through the course listserv, so you will need a working *winthrop.edu* e-mail address that you check on a regular basis. If you have not activated your account, please do so ASAP.

Attendance: Class attendance is both mandatory and necessary. Failure to attend class will be reflected in your classroom participation grade

Grading: Grades in this course will be assigned based on the results of the following:

Oral presentations (25%)	Presentation #1	10%
	Presentation #2	15%
Writing assignments (55%)	Major Paper #1	10%
	Major Paper #2	10%
	Major Paper #3	15%
	Major Paper #4	15%
	Minor Papers	5%
Classroom participation (20%)		20%
Total		100%

Grades will be calculated on a straight scale:

A	90-100%
B	80-89.99%
C	70-79.99%
D	60-69.99%
F	<60%

The scale may be adjusted downward as determined by the instructor, but the percentage score required for each grade will never be higher than indicated (e.g., a student with a score of 90% will always receive an "A").

Classroom Participation (20%): This is a "big idea-intensive" course. You will be expected to actively participate in classroom discussions, which means that you must keep up with the reading. Keeping up with the readings is more than skimming the text right before class. Treat the readings as a conversation with the author. Question the author's assumptions and statements as you read. Make notes of important points the author has made. Relate the author's ideas to your own life. Have you experienced what the author is describing? Can you explain what the author is talking about to your roommate? Do you think the author is way off base?

I will assess your classroom participation based on a number of criteria, e.g.:

- Do you come to class *prepared* to discuss the readings for the day?
- Do you *integrate* the ideas in the new readings with ideas we've discussed already?
- When you are confused, do you *actively* try to understand?
- Do you *ask* incisive questions?
- Do you *engage* your fellow students?
- Do you prepare notes about the readings to use in class?
- Do you miss class (that's very bad!)?

You will rate your own participation at the end of each class. I will supply a 5x7 card on which you will write the date and briefly describe how you participated in class. You will rate the quality of your participation on a 1-5 scale (5 being phenomenal, 1 being asleep) and I will collect the cards. I may write comments on your card if I noticed something about your participation (good or bad). I will return the card to you at the beginning of the next class so that we can compare notes. If you are honest in your self-assessment, we can figure out ways for you to be more successful in your participation.

Presentations (25%): One of the goals of this course is to encourage students to join the learning community as active participants. Therefore, students (in pairs) will lead classroom discussions on one or more of the readings. Each student will lead two such discussions, the first worth 10% of the final grade and the second worth 15% of the final grade. You will be assessed on the quality of classroom participation during your presentation.

Writing Assignments (55%): This is a writing-intensive course. This is a writing intensive course, in case you missed it the first time. You will submit four major papers this semester, each worth a full 10% - 15% of your final grade. You will also submit several minor papers that will be worth a total of 5% of the final grade. I will be happy to read as many drafts of your papers as you care to submit, as long as they are submitted to me before the date indicated on each assignment for draft submission. I will suggest revisions, but I will not "proofread" the paper. If your draft contains so many typographic and/or grammar problems that I can't understand it, I give it back to you so you can repair it. These major papers will be time consuming and I suggest starting them on the same day each is assigned. Don't wait!

Writing assignments are due on the due date. Absolutely no late work will be accepted without prior arrangement or proof of emergency. You may ask for (and likely receive) a time extension up to 48 hours before the paper is due. Contact me as soon as you think you might not be able to finish on time.

Academic Integrity: Your grade will be based on work *you* and *you alone* have done. Any attempt to submit someone else's work is plagiarism, and thus cheating. You may not submit work to this course that you have submitted to any other course. Unethical behavior such as cheating on any assignment will result in a grade of "F" for the course, and other unpleasant action may also be taken. See your student handbook for more details. To reduce the temptation to take an illicit shortcut, all written material submitted for grading in this class must also be submitted to *Turnitin*. We will have a class meeting to discuss how *Turnitin* works early in the semester.

Students with Disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your professor notification, please tell me immediately so that I am aware of your accommodations.