NORFOLK STATE UNIVERSITY
[PROPOSED] Course Syllabus
Fall 2013
College of Liberal Arts
Honors Introduction to University Life 101 (IUL 101 H)
3 credit hours
THEME: Leadership and the Individual

INSTRUCTOR: Dr. Page Laws, Dean of the Honors College

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FAX: 823 2302
HOME PHONE: 423-8951
OFFICE HOURS:
M. 3-5 P.M.; FRI. 3-5 P.M.;
T. 10-12; TH. 10-12
E-Mail address: prlaws@nsu.edu

In addition to coming during office hours, students may drop by to see me and/or make appointments with Ms. Mia Smith, my assistant. E-mail communication is great anytime, and the phone is fine. You may call me at home up until 10 p.m. if you have an urgent situation to discuss.

Mr. Jonathan Walker, NSU Director of Living and Learning Communities, will be assisting in this course. His contact information follows:

OFFICE: SSC 319
PHONE: 823-2238
FAX: 823-2129
E-Mail address: jmwalker@nsu.edu
OFFICE HOURS:
t.b.a.
xxxxxxxx

Ms. Nicole Gray, Assistant to the VP/Director of Student Programs & Involvement, will also be assisting in this course. Her contact information follows:

OFFICE: SSC 301
PHONE: 823-9007
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E-Mail address: ndgray@nsu.edu
OFFICE HOURS:
t.b.a.
xxxxxxxx

Classroom: Midrise Honors College Residence Hall Senior Commons

PREREQUISITES AND CO-REQUISITES
Please keep your latest Honors College Calendar alongside this syllabus. Honors College program requirements are co-requisites of all Honors courses.
Students taking this course must be participants in good standing with the NSU Honors College. To participate in Honors College, one must have a 3.0 or higher cumulative GPA, apply, be accepted and sign a letter of understanding. Honors College students are expected to complete a full program of study (normally 30 hours including the Honors Seminar or an approved departmental Honors capstone course). Participation confers added privileges but also added responsibilities. **Students unable to meet the extra requirements should not choose Honors courses.**

Students should have access to and check Blackboard and their NSU Email accounts every day for course announcements, assignments and Honors College Calendar updates.

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**Course Description**

This course is a required course for all NSU students. It introduces students to academic, personal, and leadership skills necessary for success in their discipline and at the university. The course will facilitate students’ adjustment and social integration into the University, develop students’ understanding of the learning process, and help students acquire essential college survival skills. This course will also focus on the enhancement of critical thinking skills for all majors, a goal which matches the theme of the University’s Quality Enhancement Plan (QEP). Accordingly, it will introduce students to the cutting-edge pedagogical practices of rigorous speaking- and writing-intensive assignments, group work, document analysis, and reflective journaling, among other methods.

The Honors version of IUL (IUL H) has been tailored to several groups’ needs: DNIMAS students, Parsons General Honors Program students, Discipline-Specific Honors Program students, and Leadership Academy students (also in Honors College). Honors IUL features enhanced reading, writing and speaking assignments, along with additional co-curricular activities. An important theme within all the Honors IUL sections is leadership, beginning with the lifelong challenge of mastering oneself. IUL H (“Leadership and the Individual”) is designed to be taught concurrently with ENG 101 H with its new theme of “Leadership and Social Justice.”

**Required Texts**

- Common Reader. We shall read the University’s Common Reader, which for Fall 2013 will be *The Pact: Three Young Men Make a Promise and Fulfill a Dream* by Sampson Davis, et al. (Riverhead, 2003). One theme of particular interest will be Mastering Oneself (with the help of others).
- [Honors College-specific readings] *Dreams from My Father* by Barack Obama for Parsons/DSHP sections; or *Copenhagen* [drama about Niels Bohr and Werner Heisenberg] by Michael Frayn for DNIMAS section, if desired.

**Required Excerpts to Read**

1. *Upward*, Chapter 1, pp. 4-30, **Topic:** Biography of Lyman Beecher Brooks, First Norfolk State President. [H students will focus on Brooks as Leader cf. three other portraits]
of college presidents: the fictional Black college president in Ralph Ellison’s Invisible Man (selections provided on Blackboard); our current President Dr. Tony Atwater (via our Strategic Plan); and another college president to be selected by students.]

2. Upward, Chapter 2, pp. 31-44; Upward, Chapter 3, pp. 45-52; Scott and Spencer, History of NSU, pp. 16-42, Topic: The Founding of What Became Norfolk State.

Course Rationale
This course provides, in theory and practice, an overview of the core competencies (quantitative reasoning, scientific reasoning, written communication, information technology literacy, critical thinking, and oral communication) required by the University. These competencies are defined and measured at the introductory [and, for Honors, the emphasizes] level.

R.E.A.S.O.N.
The University’s Quality Enhancement Plan (QEP) uses the acronym R.E.A.S.O.N. in order to operationalize the enhancement of critical thinking skills of students in the general education core and beyond. R.E.A.S.O.N. stands for:

- Reflect: Reflect on information to identify main ideas and make comparative judgments.
- Evaluate: Evaluate assumptions to determine validity and identify limitations or contradictions.
- Argue: Argue to effectively advocate ideas and to evaluate issues.
- Solve: Solve problems in creative, effective ways.
- Obtain: Obtain goals by assessing and evaluating plans and conclusions.
- Network: Network to communicate ideas, solutions, and results.

Accordingly, this course will introduce freshman and new students to these pathways to enhance their critical thinking skills.

COURSE GOALS AND LEARNING OUTCOMES

Introduction to University Life 101 H is designed to assist first-year students through a positive adjustment and assimilation into the University culture. Course materials and evaluation of student success will be based upon students’ attainment of the following learning outcomes:

I. Foster Academic Success
As a result of this course, students will:

a) Adapt (Obtain) and apply appropriate academic strategies to their courses and learning experiences.
b) Demonstrate (Network) how to effectively evaluate (Evaluate) information sources and utilize University libraries and information systems for academic inquiry.
c) Recognize (Reflect) the purpose and value of academic integrity and know the appropriate ways of citation and quotation.
d) Use written and oral communication to discover (Obtain), develop (Solve), and articulate (Argue) ideas and viewpoints.
e) Identify (Reflect) and apply strategies to effectively manage time and priorities.
f) Identify (Reflect) relevant academic policies, processes, and procedures related to advising, course planning, and major exploration.

II. Help Students To Connect with Norfolk State University
As a result of this course, students will:

a) Identify (Reflect) appropriate campus resources and opportunities that contribute to their educational experience, goals, and campus engagement.
b) Develop (Solve) and apply skills that contribute to building positive relationships with peers, staff and faculty.
c) Describe (Reflect) what it means to be a member of the Norfolk State University community within the context of the history, traditions, and culture of the University.

III. Prepare Students for Responsible Lives in a Diverse, Interconnected, and Changing World

As a result of this course, students will:

a) Examine (Evaluate) how their background and experiences impact their values and assumptions and explain (Network) the influence these have on their relationships with others.
b) Describe (Reflect) concepts of cultural diversity and recognize (Reflect) diverse perspectives.
c) Describe (Reflect) and demonstrate (Network) principles of responsible citizenship within and beyond the campus community.
d) Describe (Reflect) processes, strategies, and resources, and explain (Network) the implications of their decisions, related to their overall wellness.

IV. Introduce Honors College students to leadership theory.

V. Prepare Honors College students for leadership by helping them research and critique (while enhancing their close reading skills) the actions of great leaders from history, the world of science, and from literature and popular culture.

Primary Methods of Instruction
The method of instruction for this course will be a combination of lecture, class discussion, and interactive seminars. Students should expect an array of teaching methods and strategies that engage and challenge them.

Evaluation Methods
Written Assignments, Quizzes, Papers 70%
Participation 10%
University Assessments -- Pre and Post Test (Final Exam), SmarterMeasure™ 20%
Total Points 100%

QUALITY POINTS:

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Final Grade
Each student will earn a grade ranging from A to F.

*This course must be passed with a grade of C (NOT C-) or better.
CO-CURRICULAR and SERVICE-LEARNING ACTIVITIES
Service learning for this course will be aligned with the activities of all the IUL sections.

PRIMARY METHODS OF INSTRUCTION AND STUDENT ENGAGEMENT

Instruction procedures include the following: lectures by the instructor; lectures by guest speakers; class discussions; oral presentations by students. Handouts will be used to further explain assignments, particularly the procedures for planning and writing about assigned texts and arts events. The use of word processing is mandatory as is the use of electronic indexes and on-line search strategies for doing research.

DO NOT USE QUESTIONNABLE (NON SCHOLARLY) RESEARCH SOURCES SUCH AS WIKIPEDIA. DO NOT RELY ON GENERAL SEARCH ENGINES SUCH AS GOOGLE TO FIND SCHOLARLY ARTICLES. USE THE LIBRARY’S DATABASES, LOCATING A DISCIPLINE-APPROPRIATE ELECTRONIC INDEX.

PLEASE REMEMBER THAT YOU MUST CHECK BOTH BLACKBOARD AND YOUR NSU EMAIL ACCOUNT EVERY DAY FOR ANNOUNCEMENTS, ASSIGNMENTS AND UPDATES.

COURSE OUTLINE/CALENDAR (Please see below.)

RELATED UNIVERSITY-WIDE AND COURSE-SPECIFIC REQUIREMENTS

Four of the six* Commonwealth of Virginia-mandated competencies for college graduates will be directly assessed in this course, with a special emphasis on Writing and Critical Thinking.

- Writing
  Writing will be assessed by short papers, in-class essays, discussion postings on Blackboard and longer papers as assigned. Revisions of all written work will be allowed, but the final grade will be closely tied to the first submission (draft) grade.

- Information Technology Literacy
  Information Technology Literacy will be assessed by students’ interactivity with the professor and one another on the Blackboard site; by students’ appropriate use of electronic indexes and full-text databases in their research; and by the word processing and revision skills demonstrated in written communication including Email.

- Oral Communication
  Oral communication will be assessed during class discussions, oral reports and by conference presentations. Although we strive for a classroom atmosphere that is lively and informal, students are expected to use standard English in class.

- Critical Thinking
  This course uses sophisticated thought models and paradigms and is devoted to enhancing students’ critical thinking whether the target text be a literary text, a film, a lecture or a historical site. We follow and use the NSU Q.E.P. model R.E.A.S.O.N.

- Scientific Reasoning and Quantitative Reasoning
  N/A

GRADING STANDARDS / EVALUATION CRITERIA
The critiques and oral reports will count for 30 % of your grade and the research paper for 70%, so be certain that the long paper gets done well and in a timely fashion. THE VIGOR OF YOUR CLASS
PARTICIPATION IS ALSO AN IMPORTANT FACTOR IN MY DETERMINATION OF YOUR FINAL GRADE. We shall adhere to the following NSU grading scale:

- 93 -100 = A
- 90 - 92 = A -
- 87 - 89 = B+
- 83 - 86 = B
- 80 - 82 = B -
- 77 - 79 = C+
- 73 - 76 = C
- 70 - 72 = C -
- 67 - 69 = D+
- 63 - 66 = D
- 60 - 62 = D –
- 59 - BELOW = F

AN “I” OR “INCOMPLETE” GRADE WILL BE GIVEN ONLY IF A STUDENT IS INJURED OR BECOMES SERIOUSLY ILL VERY CLOSE TO THE TIME OF COMPLETING THE COURSE. A dean’s excuse must be obtained by the student before the giving of an “incomplete” can even be considered. Giving an “incomplete” is always up to the instructor, and requests for “incompletes” are very rarely granted.

NOTE: You will receive letter grades on your papers. I often use a double minus or double plus to indicate a very low or very high mark within a grade range. I will give you the grade you earn on the revision of a paper, but it remains closely tied to your draft grade. The due dates given on the day-by-day syllabus are generally for drafts, but these drafts are obviously very important. I also take revisions very seriously. To revise does not mean to copy over, only making token changes! If you cannot understand my requests for revision improvements, make sure you see me. If I ask you to come for a consultation in my office, please come right away. Well-presented PowerPoint presentations or websites also contribute to your grade, but be careful about grammar, spelling and proper documentation. ALL BORROWED MATERIALS (including photos, charts, and other graphics downloaded from the Internet) SHOULD BE CREDITED TO THEIR SOURCE.

EXTRA CREDIT
You may receive an extra credit "mark" (not a grade) for doing a critique of any significant performing arts event or lecture on or off campus. All shows by the NSU Players, for example, are excellent extra credit opportunities. If you are not sure whether a particular event would qualify as "significant," just ask me. Extra credit marks are worthwhile insurance that may be helpful to you if your average is very close to the lines between whole grades, minuses, and pluses.

LATE AND SKIPPED PAPERS / REVISIONS
In order to pass the course you must do all scheduled papers, plus revisions as requested. YOU CAN NOT SKIP A PAPER OR ASSIGNMENT, INCLUDING BLACKBOARD ASSIGNMENTS. All assigned papers must be typed. Please follow assignments as carefully as possible, including the stipulations about length. Revise each paper within a week of its return, carefully highlighting (with a marker) anything that you have changed or added and ALWAYS including the original along with the revised version. All papers must be on time. If you need an extension, ask for it BEFORE the day the paper is due. You'll find me very reasonable at that time. After the due date, however, your grade will be lowered one full letter for every 24 hours that the paper is overdue, including weekends and days we don't meet. Be careful about this!

ACADEMIC INTEGRITY STANDARDS
ATTENDANCE AND TARDINESS
It is absolutely essential that you attend class regularly and stay for the whole class period. Any absence adversely affects your performance and more than 3 cuts, even with good excuses, may result in an "F" in the course. Please be on time because THREE late arrivals (i.e. arriving after attendance is taken) will be counted as a cut.

CLASS PARTICIPATION
Please see above under grading standards and evaluation criteria.

ACADEMIC HONESTY
In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Please see the guidelines in your student handbook, and remember that properly documenting papers as requested is the only guard against plagiarism intentional or unintentional. Plagiarism and/or cheating will result in an "F" on the assignment or test involved and, potentially, the entire course. It will also result in dismissal from the Honors College and a loss of Honors-related scholarship support.

CLASS CONDUCT
Please, please turn off cell phones BEFORE entering our classroom. Be respectful and kind to one another. Guests and children may attend class if the situation is appropriate. Please check with me first and always introduce your guests to the whole class. STAY FOR THE WHOLE CLASS.

Student Responsibilities
Student responsibilities provide opportunities for students to demonstrate learning and receive feedback on progress toward achieving course outcomes. At a minimum, each section of IUL 101 H will include the following student responsibilities:
- Regular reading
- Active participation in class
- Regular written reflections as assigned
- Individual meeting(s) with advisor
- Co-curricular Assignments (papers dealing with Honors College or other academic events)
- A formal presentation
- Other papers as assigned

Make-up Work
It is the responsibility of the student to obtain any materials missed during an absence from class. Makeup work may only be allowed in the case of an emergency such as family death or illness, and such work is offered at the discretion of the instructor.

1. Consult with the instructor before bringing a child or guest to class.

Library and Research Skills: As per the syllabus, we will meet for a seminar by the research librarian. You will learn the proper means of researching a topic (this will prove to be helpful for your research papers, presentations, and projects).

Speaking and Listening: Effective verbal communication involves active speaking and listening skills. Classes will involve open discussions, respectful debates, and student presentations. Your involvement in the class discussions is needed to make this class interesting to you and your
classmates. Remember to use standard English in any academic environment. You may code switch to other modes of expression when you are with your friends in informal settings.

**Americans with Disabilities Act (ADA) Statement**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, we ask that you please contact the Disability Services (SSDS) office for information regarding programs and services to enhance student success.

*Location:* Student Services Building, Suite 110  
*Contact Person:* Beverly B. Harris – Director Disabilities Services/ADA Coordinator  
*Telephone:* 757-823-2409 / 757-823-2640 (fax)  
*Email:* bbharris@nsu.edu  
*Web Site:* https://www.nsu.edu/student-affairs/disability-services/index

**University Assessment Statement**

As part of NSU’s commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university’s programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

**Enrollment Policy**

A student who has not attended a single class session by the end of the second week will be deleted from the roster. The student’s name must be on the official roster in order for the student to receive a grade for the semester. The student is responsible for obtaining and maintaining proper enrollment status in the course.

**ACADEMIC SUPPORT SERVICES:**

Tutorial services are available through the Spartan Success Center in Bowser Hall, for any student who is in need of additional instruction outside of that provided by the professor. The main office, academic advisors, tutorial center, and statistical lab are located in room 118 of James A. Bowser building. A second tutorial center is located in Brown Memorial Hall, wing B, room 191. The tutorial program is available at no cost for students enrolled at NSU. The service offers a support system for students and peer assistance in the comprehension of course work. The Student Tutorial Centers provide the following:

- One-on-one tutoring
- Group study sessions
- Structured study hall
- Effective study tips

The tutorial hours are posted on the NSU website. The tutorial hours are as follows:

- Mondays through Thursdays from 8:30 a.m. to 7:30 p.m.
- Fridays from 8:30 a.m. to 5:00 p.m.
**Blackboard Instructions**
This is a web enhanced course that requires competency in the use of Blackboard. Training on the use of Blackboard is provided by the Office of Distance Education located on the third floor of Lyman B. Brooks Library in Suite 3007. Students should contact Blackboard Support Central at 757-823-2812 or 757-823-2328. Students are also encouraged to visit Blackboard Support Central Monday through Friday from 8:00 am to 5:00 pm. if having difficulty accessing Blackboard with the username and password provided by the University.

**In order to access Blackboard, follow the steps below:**
1. Log on to the NSU website at [http://www.nsu.edu](http://www.nsu.edu)
2. Select Blackboard from the menu
3. Select log-in to classes
4. At the log-in prompt enter your user name (student id) and your password (if you are a first time user the password is password).
5. Select submit to see a menu of all Blackboard courses for which you are enrolled.
6. Select Career Exploration and read course announcements from the professor. Students are required to read announcements regularly in order to stay informed of course activities.
7. Course assignments are posted in the assignments folder.
8. In addition, students will be required to take SmarterMeasure™ assessment. This assessment is designed to identify a student’s readiness for a successful experience when taking an online course.

**OTHER TIPS:**
1. Read newspapers and news magazines every day.
2. Listen to National Public Radio (WHRV 89.5, WHRO 90.3) and Public TV (Channel 15).

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**Be prepared to discuss the Common Reader in its entirety before classes begin!**

**Portions of this syllabus are subject to change during the semester.**

This is a writing-intensive class which means that 70 percent of your course grade will derive from writing activities (INCLUDING ESSAY TESTS) designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Others may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.


**COURSE SYLLABUS (CLASS BY CLASS)**

T. Aug. 20 -- **Using Technology Resources.** Do Student, Instructor and Course Introductions; Review Syllabus; Review log-in procedures for NSU e-mail, Blackboard and Spartan Shield; Review navigation of Blackboard site; Discuss College Freshman Reader Program; Discuss the Service-Learning Module.

*TH. Aug. 22 -- **NSU Mission and History assignment.** *TAKE IUL 101 PRE-TEST BEFORE COMING TO CLASS. In class discuss University’s history, mission, and significance to the Norfolk community. Discuss *Upward*, Chapter 1, pp. 4-30 (Biography of Lyman Beecher Brooks, First Norfolk State President); *Upward*, Chapter 2, pp. 31-44; *Upward*, Chapter 3, pp. 45-52; Scott and Spencer, *History of NSU*, pp. 16-42 (The Founding of What Became Norfolk State). All these readings will be posted on Blackboard.

*T Aug. 27 –**TAKE NSU MISSION AND HISTORY TEST BEFORE COMING TO CLASS. Lifeskills Assignment Discussion of *Your College Experience:* Chapter 1: “Exploring Your Purpose for Attending College (What college is all about /How to make sensible choices for college success!)” and Chapter 3: “Understanding Emotional Intelligence (Why emotional intelligence matters in college and in life!).” Discuss College Safety, Study Skills, Reading Comprehension, Note Taking,

*TH Aug. 29 –**BEFORE YOU COME TO CLASS, WATCH STUDENT AFFAIRS VIDEOS FROM BLACKBOARD AND COMPLETE TWO ASSESSMENTS ON BLACKBOARD: A) QUIZ ON HEALTH, COUNSELING, DISABILITY SERVICES and B) QUIZ ON RESIDENTIAL LIFE, SEXUAL ASSAULT, AND UNIVERSITY POLICE. Discuss in class the passages posted on Blackboard from Ralph Ellison’s *Invisible Man.* Research Dr. Atwater’s vision for NSU (the Strategic Plan). Research at least one more prominent college president, and be ready to discuss why you chose him or her. Be sure to document your sources of information carefully. Discuss the Notecard Method of doing research.

**T Sept. 3 –**BEFORE COMING TO CLASS DO QUIZ ON EXPLORING YOUR PURPOSE FOR ATTENDING COLLEGE AND QUIZ ON LISTENING, NOTE TAKING, AND PARTICIPATING. **PAPER DUE IN DR. LAWS’ OFFICE ON THREE COLLEGE PRESIDENTS.** 3-4 PP. DOUBLE-SPACED AND PROPERLY DOCUMENTED IN MLA STYLE. **Introduction to Leadership Theory.** Discuss any leadership-related selections assigned on Blackboard. Also discuss Chapter 4: “Discovering How You Learn (How learning styles and teaching styles often differ/How to optimize your learning style in any classroom setting);” Chapter 6 “Being Engaged in Learning: Listening, Taking Notes, and Participating in Class (How to use your senses in learning and remembering/How to listen critically!);” and Chapter 7: Reading to Learn from College Textbooks (How to read your textbooks/How to review your reading).”

TH Sept. 5 – Discuss “How to Plan and Write a Critical Review and Film Terminology.” Be prepared to discuss *Dreams from my Father* in its entirety. Mark key passages as you read!

7 p.m. -- **See Spielberg’s Lincoln** (2012) in Midrise Honors College Residence Hall Junior Commons– (Think about servant leadership.)

T Sept. 10 – **NSU Rights and Responsibilities,** Discuss Plagiarism, Students’ Rights and Responsibilities, Spartan Code of Ethics. Discuss Chapter 8: “Learning to Study, Comprehend,
and Remember (Why a good memory can be an asset but is not all that you need if you are to do well in college);” and Chapter 9: “Improving Your Performance on Exams and Tests (Ways to prepare yourself for exams physically, emotionally, and academically/How to reduce test anxiety.”

**TH Sept. 12**—**BEFORE YOU COME TO CLASS, TAKE THE QUIZ ON NSU RIGHTS AND RESPONSIBILITIES; TAKE THE QUIZ ON TAKING EXAMS AND TESTS; AND TAKE THE EXAM ON CONSTITUTION DAY. Discuss Plato’s “The Allegory of the Cave;” Aristotle’s “Democracy and Oligarchy;” Lao-tzu’s “Thoughts from the Tao-te Ching” and Machiavelli’s “The Qualities of the Prince,” ALL from *A World of Ideas.*

**T. Sept. 17** – **PAPER DUE IN DR. LAWS’ OFFICE ON LINCOLN AND OBAMA AS ETHICAL LEADERS. 3-5 PP. DOUBLE-SPACED AND PROPERLY DOCUMENTED IN MLA STYLE. Managing Your Time and Money: Time Management Skills/Planning and Goal Setting. Discuss how to use a daily or weekly planner to create a workable schedule; discuss how to create a budget. Discuss Chapter 2: “Managing Your Time: (How to prioritize your use of time/How to combat procrastination!).”

TH Sept. 19—Discuss Hannah Arendt’s “Total Domination” and Henry David Thoreau’s “Civil Disobedience” from *A World of Ideas.*

*7 p.m. See Gandhi* (1982) in Midrise Honors College Residence Hall Junior Commons.

T Sept. 24—Discuss Chapter 13: “Managing Your Money (How to create a budget that works for you/Why you should plan for your financial future).”

TH Sept. 26—**SPECIAL EVENT! Attend 1619 Conference here at NSU.**

*7 p.m. See Malcolm X* (1992) in Midrise Junior Commons.

*T Oct. 1 Library Orientation: Developing Library, Research, and Information Literacy Skills. NOTE: CLASS WILL PROBABLY MEET IN LIBRARY. STAND BY FOR MORE INFORMATION. Please refer to online tutorial on NSU website: [http://www.nsu.edu/library/Minitutorials.html](http://www.nsu.edu/library/Minitutorials.html) **BEFORE COMING TO THIS CLASS ON OCT. 1. TAKE LIBRARY QUIZ AT [http://www.nsu.edu/spartanform/survey.php?sid=EE3FB7](http://www.nsu.edu/spartanform/survey.php?sid=EE3FB7).* Discuss also Chapter 11: “Developing Library, Research and Information Literacy Skills (The many resources that are available at a college or university library/How to choose a topic, narrow it down, and research it).”

*Service-Learning Project: t.b.a. Plan of action to be delivered to instructor.*

TH Oct. 3 – No class. Fall Break.

T Oct. 8—Leadership Theory. Discuss selections from Blackboard. Discuss Chapter 14: “Establishing and Maintaining Relationships in College (How relationships are important to your success in college/How relationships with parents or family members change during college).”

TH Oct. 10—Discuss Martin Luther King, Jr.’s “Letter from Birmingham Jail;” Kwame Anthony Appiah’s “The Case Against Character;” Mary Wollstonecraft’s “Pernicious Effects
Which Arise from the Unnatural Distinctions Established in Society”--ALL from *A World of Ideas.*

7 p.m. See the film *Patton* in Midrise Junior Commons.

*T Oct. 15—Norfolk State University Quality Enhancement Plan (QEP). Quiz: SmarterMeasure™ (Method of administration to be announced).* After class, students shall visit their departmental offices and obtain pre-registration advising.

**TH Oct. 17—PAPER DUE COMPARING THE LEADERSHIP ETHOS AND STYLE OF GANDHI, MLK JR., AND MALCOLM X. 5-7 PP. PROPERLY DOCUMENTED. Discuss Bacon’s “The Four Idols” from *A World of Ideas* in class.

T Oct. 22—Planning and Goal Setting, Including Pre-Registration Information. Discuss Chapter 5: “Thinking Critically: The Basis of a College Education (Why critical thinking is essential for success/How to sharpen your critical-thinking skills);” and Chapter 15: “Appreciating Diversity (The Concepts of culture, ethnicity, race, age, sexual orientation, physical ability, and gender as they relate to diversity).”

*TH Oct. 24 – DO QUIZ ON CRITICAL THINKING BEFORE YOU COME TO CLASS. Discuss Darwin’s “Natural Selection” from *A World of Ideas.* Discuss selection of topics for PowerPoint presentation and final paper.


TH Oct. 31 – **TEST ON ALL READINGS TO DATE. This will be a short-answer and essay test primarily on the readings from *A World of Ideas.* (Other questions may be asked.)

T Nov. 5—Critical Thinking: REASON: Reflect, Evaluate, Argue, Solve, Obtain and Network. Six steps to success in preparing a speech and/or PowerPoint. Discuss Chapter 10: “Writing and Speaking Effectively (Ways to review and revise your writing).”

TH Nov. 7 – *TURN IN TENTATIVE TITLE AND THESIS STATEMENT FOR POWERPOINT PRESENTATION/FINAL PAPER. TURN IN 5 SOURCES IN CORRECT MLA STYLE.* Discuss selections from *A World of Ideas* if needed.

T Nov. 12—Critical Thinking – Ethics case study. Discuss Chapter 12: “Making the Right Choice for Majors and Careers (How majors, interests, and careers are linked – but not always).”

TH Nov. 14—Preparing Your PowerPoint. Quick Grammar Review.

*T Nov. 19—Maintaining Wellness. Reflection on Service Learning Project to be written in class. Discuss Chapter 16: “Maintaining Wellness (The importance of managing stress/The positive effect of exercise on your mind and body).”

**TH Nov. 21—Present 10-minute PowerPoints in class. Practice with a clock!!

**T Nov. 26 – Present 10-minute PowerPoints in class. All instructors will be present.
Nov. 28 – HOLIDAY (THANKSGIVING)

**T Dec. 3 — **ALL FINAL PAPERS (5-6 pp.) DUE IN CLASS. Remaining PowerPoints to be presented as necessary, with all instructors present.

**TH Dec. 5 — Take IUL 101 Post-test (method t.b.a.)

**BIBLIOGRAPHY WILL FOLLOW.**

Discussion Board or Blog [FOR LEADERSHIP THEORY TOPICS]: As a class you will participate in a weekly online discussion of a given topic. You will be graded on the quantity and quality of your contribution to the discussion. You must use complete sentences and refrain from abbreviations commonly used in email or text messaging. *Your participation will be date-and time-stamped and must be recorded by 5 p.m. on the Friday of the week they are assigned.*

**IUL 101 Service-Learning Project
Best Practice Recommendations**

- Integrate service learning into the course with a view to engaging students in responsible and challenging actions for the common good.
- Include a clear description of the service component in the syllabus so that students are well aware of this course expectation and can plan accordingly. New students benefit from having a clear rationale for course expectations. Articulate explicit service and learning objectives in the syllabus, and revisit them in class discussions and reflection activities.
- Provide structured opportunities for students to reflect critically on their service experience. Students need time to think about what they are going to do, what they did, and how it went.
- Emphasize critical thinking and writing (e.g., journal entries and short reflection papers focused on writing for social change). Include training, supervision, monitoring, support, assessment, and recognition to meet service and learning goals.
- Identify, early on, a community agency or service site. Meet with agency staff to discuss and prepare for the service component. Work towards developing a strong partnership with the community agency. (An effective approach is to invite the community partner to a session on campus prior to the service experience.)
- As an alternative to selecting a community agency or service site, guide students in selecting sites and projects that will meet the learning objectives. Students should understand that the service project is not merely about feeling good but is really about substance - about learning and development. While the service experience should contribute to the student's self-exploration and personal development, it should also foster social awareness and critical thinking.
- Design group service projects, rather than individual service activities, so that the service component builds peer relationships and strengthens communication between the students and their instructors. Through group projects, students will learn to work collaboratively and appreciate the value of teamwork. Group projects can lessen the anxiety that may be associated with venturing out into the community. Offering
opportunities for students to interact with faculty and staff members in diverse roles is very beneficial.

- Require one-time service projects (e.g., creating a mural at a community center, engaging in an environmental clean-up activity, or organizing games for residents of a nursing home). This will allow students to complete a project with a sense of accomplishment. All IUL 101 students as a large group could commit to a larger, ongoing service project (e.g., preparing a vacant house for renovation) and "pass the torch" from one IUL 101 group to the next over a few years.
- Consider blocking out class time for the service project, in the same way that one would block out time to complete a lab assignment or to visit the Career Center. Alternatively, plan for the entire IUL 101 class to meet on a Saturday or on a Sunday afternoon to complete a major service project.
- Give peer student leaders a role in handling some of the details associated with a service project, such as conducting reflection activities.
- Recognize and celebrate students' involvement in the service-learning project by providing pictures to the campus or local community newspaper and the service-learning newsletter. Nominate students and community partners for campus-wide recognition during the Annual Service-Learning Awards hosted by the Center for Service Learning.

This document was written and designed by Glenn Bowen, Center for Service Learning, Western Carolina University, in support of the implementation of the Quality Enhancement Plan (QEP). March 2008.

Service-learning participation shows significant positive effects on eleven outcome measures:

1) academic performance:
   a) GPA,
   b) writing skills,
   c) critical-thinking skills,
2) values:
   a) commitment to activism and,
   b) to promoting racial understanding,
3) self-efficacy,
4) leadership:
   a) leadership activities,
   b) self-rated leadership ability,
   c) interpersonal skills,
5) choice of a service career, and
6) plans to participate in service after college.

(Astin et al., How Service Learning Affects Students, Los Angeles: HER, UCLA, 2000, p. ii)

Tips on Selecting a Research Topic

Avoid doing research on a person’s life alone. Good research is always creative, and it is difficult to move beyond the mere facts of biography. Analysis is the key. A comparative approach (e.g. W.E.B. Dubois as a leader compared to Booker T. Washington as leader) often fosters analysis. You might compare the virtues of military leaders to those of civilian leaders, or perhaps apply a certain leadership theory to a famous leader.