CORE 120M: Honors Freshman Seminar (1 hour)
“Food for Thought”
Fall 2014
Friday (10:00am-10:50am)
August 29th-October 24th
Heelan Hall 190

CONTACT INFORMATION
Professor: Dr. Ryan Allen
Email: ryan.allen@briarcliff.edu
Office: Heelan Hall 307
Office Hours: Monday & Wednesday (10-10:50), Tuesday & Thursday (11-11:50), or by appointment
Phone: (712) 279-5211 (office)

CATALOG DESCRIPTION
Collaborative learning experience designed to build competence and core skills; primary course focus will be on personal awareness and growth, skill development, and community engagement.

THE LEARNING EXPERIENCE
CORE 120M is an introductory course in academic rigor at the college level. Students in the Freshman Seminar experience will participate in cooperative learning activities designed to enhance individual skill development and group engagement. CORE 120M isn’t just a class—at its best, Seminar will be an experience, one aimed at instilling process-based academic virtue and competency in critical awareness and literacy in one’s thinking, reading, writing, listening and speaking, and in how one relates to information and technology.

Although each community will approach the subject matter in its own unique ways, each of our classes will run in a highly interactive, experiential manner designed to immerse you and your classmates into a new way of relating to your peers and to those in leadership positions around you. I hope you see our time together as an opportunity to recalibrate your sense of who you are, what you know about yourself, and what your potential for growth is—on this campus, in your communities, and in the world at-large.

Our Freshman Seminar community will focus our attention and development on building primary and secondary research skills in consideration of our community’s central question: What would Francis eat? Today, in Sioux City and around the globe, there are plenty of people who don't have access to food. And many of us who do are dependent on industrialized systems of production that put both human health and the Earth's health at risk. How can we be positive agents for changing this reality? This community will investigate problems, and work proactively toward creating local solutions.

Our greatest assets will be one another; our greatest strength, the people at our side. You bought the ticket…enjoy the ride!

REQUIRED MATERIALS
You will need regular access to a computer/IPAD/device and an active Briar Cliff email & Angel account. There will be minimal reading assignments, but what we do have will be provided as pdfs in Angel. Links to videos, TEDs, and other resources will be housed in Angel as well.
“FOOD FOR THOUGHT” GOALS
Students in our learning community will be able to:
1. Identify core Franciscan values and articulate their place in contemporary society;
2. Develop critical analysis and research skills in working with both primary and secondary sources;
3. Apply Franciscan values and critical skills to address a widespread societal problem in a local context; and
4. Reflect mindfully on both the processes and products creating food issues and become a positive agent for change personally and for the community.

FRESHMAN SEMINAR COURSE OUTCOMES
Students in this course will be able to:
1. Identify areas of personal need in academic skill development
2. Develop core skills for academic success and professional preparation
3. Analyze information in multiple formats and genres
4. Engage in mission-driven cooperative learning activities and events
5. Reflect mindfully and communicate more critically

FRESHMAN SEMINAR GOALS AND APPROACH

<table>
<thead>
<tr>
<th>GOAL</th>
<th>PROCESS</th>
<th>ASSESSMENT</th>
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| To create an invested community of intellectual risk-takers | *Build a mentoring network of peers, faculty & staff, advisors, and coaches  
*Attend workshops and campus events  
*Use cooperative learning approach for in-class sessions | *Map-Works  
*Course activities & evaluations  
*Engagement reflections |
| To foster the growth and development of self-awareness in an interconnected mind, body, and spirit | *Focus skill development project on area of personal need  
*Facilitate discussion & co-curricular programming on health & wellness, financial literacy, crisis management and conflict resolution, etc. | *Skill development project  
*Map-Works  
*Course activities & evaluations  
*Engagement reflections |
| To promote critical thinking and contextual learning | *Link community courses in theme and approach  
*Practice and apply community course content through skill-building exercises & activities  
*Attend workshops and campus events | *Skill development project  
*Course activities & evaluations  
*Engagement reflections  
*Map-Works |
| To instill and model the virtue of learning as a life-long process | *Discuss, practice, and workshop productive academic and life behavioral habits | *Skill development project  
*Course activities & evaluations  
*Engagement reflections  
*Map-Works |
**FINAL COURSE GRADES**

This course is graded on a plus/minus scale. The breakdown of numerical grades is as follows:

- A = > 930
- A- = > 900
- B+= > 880
- B= > 830
- B- = > 800
- C+= > 780
- C= > 730
- C- = > 700
- D+= > 680
- D= > 600
- F = < 599 and below

**SPECIFIC ASSIGNMENT POINT BREAKDOWN**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Academic Statement</td>
<td>50</td>
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<tr>
<td>Resume</td>
<td>50</td>
</tr>
<tr>
<td>Skill Development Project</td>
<td>300</td>
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<tr>
<td>Campus Engagement</td>
<td>300</td>
</tr>
<tr>
<td>Course Attendance &amp; Engagement</td>
<td>300</td>
</tr>
<tr>
<td><strong>Final Total</strong></td>
<td>1000</td>
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**DESCRIPTION & RATIONALE OF COURSE ASSIGNMENTS/REQUIREMENTS**

*Academic Statement & Resume:* Each freshman at Briar Cliff will produce an academic statement and a resume in his or her first year. These documents, in close consultation with your advisor, will grow and undergo several revisions by the time you graduate. You are required to update both of these documents each year.

*Skill Development Project:* In this course, you will focus on developing a specific skill area connected to your personal success as a college student. Areas might include: college reading & note-taking, test taking & study strategies, time management, library/research skills, or college writing. You will develop a project designed to help develop and reinforce those skills areas that are most critical to your personal success. Your project must be approved by the instructor. A prompt detailing each component of the project will be provided and with the exception of your presentation, each part will be completed in an Angel forum.

*Campus Engagement:* A major goal of this course is to help you acclimate to life at BCU. To that end, we need you to get involved. We want to expose you to the culture and intellectual life at our university and in our community. To fulfill the requirements for this part of your grade you must attend or participate and reflect on:

- *2 service activities (on campus or off, individual or in group)*
- *1 performances (play, musical performance, or literary reading)*
- *2 campus-sponsored lectures*
- *1 sporting event*
- *4 peer mentor workshops*

If in doubt, check with your professor as to whether or not a given event would be an appropriate choice for this assignment. You will be writing short reactions to these events and posting them in our Angel community. Failure to participate in the required number of community events will result in a reduction of your overall grade for the class.

*Course Engagement:* The key components of this category are attendance, preparation, and quality of commitment and participation in our in-class discussions and activities, as well as our out-of-class advising sessions and co-curricular workshops.
ATTENDANCE POLICY
Your active participation in this course is not an option. If you decide not to engage, or not to contribute your grade will suffer. If you miss more than 2 classes you may fail the course. If you are more than 10 minutes late for class, you may be considered absent. I reserve the right to determine the legitimacy of all excuses.

THE GENERIC CLASS
10 min: Open discussion of life (sacred & student driven)
15 min: Direct instruction on a specific technique/skill
20 min: Applied/experiential learning relating to technique/skill
5 min: Feedback discussion based on applied experience

COMMUNICATING WITH YOUR INSTRUCTOR
I am committed to being as accessible to my students as possible, but that said, I obviously cannot be available at every moment that a student might want or need to contact me. Here are some brief guidelines that you should follow in this course:

- Email will be the best way to try to get in touch with me. Please do not try to send text messages to the phone number listed on page one, as it is a land-line and does not have that capability. I will make every effort possible to respond to all email messages within 24 hours, and much faster whenever possible.
- If you have a more urgent concern during regular business hours, you can try calling my office number or simply stop by my office. My posted office hours are the best time to try to get me. Any message that you leave on my office line will come to me via email and will then come under the above 24-hour policy.
- PLEASE MAKE SURE TO OPEN AND READ ANY EMAIL THAT YOU RECEIVE FROM ME! I will never contact you unless I have information that you NEED to know about.

ACADEMIC RIGOR STATEMENT
You are enrolled in an academically rigorous college course. Your success in this course will require some commitment and investment of time outside of the class.

WRITTEN WORK
Unless otherwise specifically noted, all written work that is completed outside of class should be typed using 12pt font, double spaced, etc. Pay attention to what you turn in. Although the vast majority of the writing you will do will be in Angel, you should still produce work in standard English with proper grammar and mechanics. You will play as you practice. No shortcuts (not here anyway).

UNIVERSITY ASSESSMENTS/SURVEYS
The assessment of student learning is an integral part of the educational experience at Briar Cliff University. To this end, the faculty continually assess student learning to improve our teaching and to monitor student success. Occasionally you will be requested to participate in both college-wide and discipline-specific assessment activities. Please take these assessments and surveys seriously. The data that is collected will provide valuable information to faculty and will be used to improve student learning at Briar Cliff University. The most notable one is Map-Works. Stay tuned…

EXTRA CREDIT
Your grade for the semester is determined on your performance in our course assignments and class activities. There will not be any extra credit opportunities unless otherwise noted by the instructor.
PLAGIARISM/ACADEMIC FRAUD
See the undergraduate catalog for some specific guidance on what constitutes academic fraud/plagiarism and how it will be handled if such a case arises. This is a class about you. You really would only be cheating yourself.

INCOMPLETES
No incompletes will be assigned for this course without the approval of the instructor and the Chair of General Education.

STATEMENT OF COMPLIANCE WITH ADA
The Student Support Services office provides accommodations for students with disabilities. To obtain this service, students must make an appointment with the director to submit documentation, talk about the disability, and discuss the accommodations needed. Ideally, this should be done as soon as the student knows he/she will be attending Briar Cliff University because some accommodations require more lead time to provide. See the student disability handbook for more detailed information. Contact Brenda Parkhill by phone at 712-279-5531, or by e-mail at brenda.parkhill@briarcliff.edu.

GRIEVANCE PROCEDURE
Please consult the student handbook or catalog for specific guidance on BCU’s grievance procedures.

POLICY ON FAIR EVALUATION
Each student is entitled to earn and receive a fair grade in each course for which he or she enrolls. It is the right and the responsibility of an instructor to establish criteria for evaluation for each course which he or she teaches and to determine the degree to which an individual student has fulfilled the standards set for the course. Students should be apprised that extraneous factors, such as the eligibility of a student for an organization’s membership, for scholarship and fellowship awards, for admission to graduate schools, or for participation on an athletic team, for example, have no bearing on the determination of the fairness of a grade or grades received. The quality of the student’s overall performance with respect to evaluation standards will be the only criterion for judgment.

WRITING CENTER
The Writing Center, located in the Bishop Mueller Library, is available to all Briar Cliff students for strengthening your academic writing development. The Center provides one-on-one peer mentoring, workshops and computer-based tutorials. The Writing Center’s number is 712-279-5520 or you can email the Writing Center mentors at writing.center@briarcliff.edu. The Center’s web address is bcuwritingcenter.wordpress.com.

ACADEMIC RESOURCE COMMONS
The Academic Resource Commons, located in the Bishop Mueller Library, serves as a space for students to collaborate, study and connect with other campus resources. Our goal is to provide an inviting atmosphere that is comfortable, productive and conducive to learning. Come in to collaborate with peers, study on your own, print a paper or touch base with one of the campus resources housed in the ARC, all available for one-on-one appointments. Our academic peer mentors help students develop the study skills necessary to be academically successful (note-taking, self-quizzing, time-management, etc). Contact: Stephanie Andell at stephanie.andell@briarcliff.edu.

ELL SUPPORT SERVICES
Located in the Academic Resource Commons, ELL support services provide students with additional help in reading comprehension, vocabulary development and grammar, writing skills, listening proficiency, and oral communication. Students closely work one-on-one with an ELL Specialist to help with their specific learning needs.
FACULTY BIO

Dr. Ryan Allen is an Assistant Professor of Modern Languages and the Director of the Writing Center at Briar Cliff University. Dr. Allen also serves as a nonfiction editor for *The Briar Cliff Review*. He received his BA in English Literature from Western Kentucky University and his MA and PhD in Creative Writing from The University of South Dakota. His areas of academic interest include Nonfiction, Environmental Literature, Modernism, Heroic Mythology, and War Literature. Dr. Allen’s work has appeared in a variety of magazines, alt-weekly’s, and academic journals, like *North Dakota Quarterly, Under the Sun, The Louisville Review, South Dakota Review, 605 Magazine, LEO Magazine*, and *A Prairie Journal*, to name a few. Allen is also an instructor at the Sioux City Judo Club and lives here in town with his wife, two sons, and dog.

COURSE SCHEDULE

(subject to change with proper notice)

**Week 1**

F 8/29  Critical Thinking & Analysis and the Skill Development Project  
HW: Share contact information & set-up Outlook calendar  
Produce your academic statement draft (Angel)

**Week 2**

F 9/5  Critical Communication  
HW: Attend 1 campus engagement activity/event  
Produce a draft of your resume (Angel)

**Week 3**

F 9/12  Critical Reading  
HW: Complete SDP Assessment (Angel)

**Week 4**

F 9/19  Conducting Secondary Research  
HW: Complete SDP Research (Angel)  
Bring completed annotated bibliography to next class

**Week 5**

F 9/26  Conducting Primary Research  
HW: Complete SDP Proposal (Angel)  
Bring annotated reading notes to next class

**Week 6**

F 10/3  Conducting Primary Research  
HW: Complete SDP Update (Angel)  
Complete draft of schedule & bring to next class
**Week 7**

**F 10/10**  
Critical Planning & The Secret  
HW: Complete SDP Reflection (Angel)

**Week 8**

**F 10/17**  
NO CLASS—DEAN’S HOLIDAY

**Week 9**

**F 10/24**  
Critical Sustainability: Making the Future *Now*  
HW: Make sure all 10 campus engagement reflections are completed by end of semester (Angel)