

# Beginnings:

Connecting Learning, Identity and Culture

A Multidisciplinary Coordinated Studies, Fall, 2014

## **FACULTY:**

	<u>Office</u>	<u>Phone</u>	<u>E-Mail</u>
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## **Office Hours:**

**Laura McCracken:** Tuesdays and Thursday 10:00-12:30 and by appt.

**Karen Stuhldreher:** Tuesday 10-1:00 and by appt. MWF afternoons.

**PROGRAM THEME:** This 10-credit, team-taught Coordinated Studies course, combining credit in English Literature, Communication, Composition, and Gender & Women Studies is especially designed for students new to college or returning after a long absence. We will approach the theme of "Beginnings" by asking what and how you need to develop at the "beginning" of your college experience, especially focusing on the academic skills of reading, writing, speaking, and critical thinking that will help make you successful. This course is also designed for students who want to deepen skills at any stage in their academic pursuits.

We will also explore the theme of "Beginnings" by looking at how the origins of our own values and identities—our gender, culture, race/ethnicity, class, religion, sexual orientation, nationality—play a part in how we create and perceive knowledge. We will ask how our identities have been shaped by education, history and traditions which emerge from our social landscapes. We will explore how education can be a force for social change and look at how various revolutions for social change are reflected in theory and literature. In a broader context, we will investigate how the origins and nature of institutions, such as patriarchy and white supremacy, have shaped our thinking and the society and cultures we live in. Through the reading and writing of personal narratives, reading and writing about literature and theory, and reflecting on and practicing communication with one another, we will come to understand how our beliefs and values affect the way we both see the world and are seen in the world.

## **CENTRAL GUIDING QUESTIONS:**

1. What is identity and how have our own identities, beliefs, and values been shaped by the cultural and historical myths which we have learned, and the social and political contexts in which we live?
2. How does our identity affect what and how we know—how we create knowledge and meaning?
3. How do institutions of social power and privilege, such as class, gender and racial inequality shape learning? How do these institutions shape and become shaped by myths?
4. What is the relationship between these institutions of social power and privilege and the social conditions that we live in today in the 21<sup>st</sup> century?
5. How does what we read and discuss help us to question, refine, and/or affirm our core values and beliefs? How will our values and beliefs be challenged or affirmed by the texts in this course?
6. How do reading, writing, and discussion of significant texts help us as future learners and citizens/participants in civil society? How will the work we do in this course help us to clarify our own values, ideas, and commitments?

**PROGRAM FORMAT:** In a coordinated studies program, we emphasize a sense of community where students and faculty learn together. Students are encouraged to cooperate with each other and be responsible for their own and others' learning. You will learn how to read, write about, and discuss important works which can shape your understanding of the past and help confront issues of cultural identity in the future. In small seminars you will examine personal and cultural assumptions and beliefs in light of several opposing world views. You will develop more complex critical thinking skills so you can more confidently affirm that which you believe to be true, and you will both reflect on and practice your communication skills in connection to your ideas. The faculty team will provide traditional lectures, facilitate the development of your academic skills, and participate as learners so as to create a productive learning community.

**REQUIRED READINGS:**

Paulo Freire, *Pedagogy of the Oppressed*, 1970

Allan Johnson, *Privilege, Power, and Difference*, Second Edition, 2006

Shira Tarrant, *Men and Feminism*, 2009

Jennifer Finney Boylan *She's Not There: A Life in Two Genders*, Updated Edition, 2013

Paula Gunn Allen, *Spiderwoman's Granddaughters*, 1989

Heidi W. Darrow, *The Girl Who Fell from the Sky*, 2010

Helena Maria Viramontes, *Under the Feet of Jesus*, 1995

Julie Otsuka, *When The Emperor Was Divine*, 2002

*Course Reader* -- Available at Prestige Copy & Print located at 11023 8<sup>th</sup> Ave. NE. It is off Northgate Way just past the Washington Mutual and behind the Starbucks. You can enter from Northgate way at the Starbucks and go to the back parking lot. If you want to call first to make sure a Course Reader is available for you, call 365-5770.

**PROGRAM OBJECTIVES:**

The primary objective of this course is to help you develop a solid foundation in academic knowledge, skills and attitudes which will aid you throughout your college experience. NSCC has identified some Essential Learning Outcomes and education goals which we think are important to work towards:

**In the knowledge area, by the end of the quarter you will:**

- Understand the perspectives, theories, and methods within and across the disciplines of Communication, Literature, Writing and Gender & Women Studies
- Discover the interdisciplinary nature of knowledge and be able to synthesize and apply knowledge to new settings and problems.

**In the area of Intellectual and Practical Skills you will:**

- Develop the ability to think critically and clearly communicate ideas orally, in writing, and on-line.
- Write college-level essays that communicate your unique perceptions and demonstrate unity, coherence, adequate evidence, and a logical organization.
- Improve your speaking and listening and problem-solving skills.
- Find joy in the process of self-discovery and in expressing oneself creatively.
- Gain practice in collaboration through working and communicating effectively in groups.

## **In the area of Personal and Social Responsibility you will:**

### Gain intercultural knowledge and competency through—

- Understanding some major ideas, values, and beliefs that have shaped diverse identities and cultures.
- Understanding gender, race, and class as factors and forces in human communities.
- Demonstrating a willingness to learn from many cultures, persons, methods, and viewpoints.
- Understanding the nature and structure of one's own identity in connection with society and culture.
- Deal constructively with information, ideas, and emotions associated with such issues of diversity and conflict as cultural identity, ethnicity, race, gender, sexuality, age, and religion.

### Gain ethical awareness and personal integrity through--

- Recognizing the value of intellectual inquiry, personal responsibility and ethical behavior.
- Developing confidence in your own ability to judge, analyze, and come to your own conclusions.
- Demonstrating academic honesty in course work.

## **GENERAL REQUIREMENTS AND EVALUATION:**

### **A. Book seminars**

-Active participation in book seminars is an essential part of this program. You will be taught the necessary seminar skills and expected to demonstrate development in this area. You will need to complete all reading assignments on time and attend all seminars. You must prepare for each seminar with a typewritten response to the assigned readings. Specific directions and expectations for these assignments will be presented. (You must come prepared, having read the material and completed a seminar preparation paper in order to participate in the seminar.) Your seminar papers will be turned in, responded to, and recorded. Because seminar papers are intended for preparation and participation in seminar, papers are expected to be turned in on time in hard copy during the seminar. You may, however, turn in one late seminar paper during the quarter with a valid reason. Any other late seminar papers will **not** receive credit. Please keep in mind that e-mailed submissions of seminar papers after the start time of the class will be considered late.

### **B. Essays**

In addition to the seminar papers, three more formal essays will be produced, with the help of peer and faculty feedback, in a process that includes multiple drafts. All rough drafts, type-written, must be ready at the beginning of the assigned class period because they will be used in in-class peer writing groups. Peer reviewed rough drafts also need to be turned in with the final draft of each essay. More details about this will be forthcoming. Final drafts of essays are expected to be turned in on time. Late papers will be marked down 5 points for each class day and not accepted after one week past the due date. No late papers for Essay #3 will be accepted!

### **C. Self-Evaluations.**

We will ask you to complete two self-assessments of your progress during the quarter—one at the midterm and one at the conclusion of the course. These assessments will ask you to reflect on your participation, attendance, completed assignments, and overall progress in meeting the course outcomes, objectives and requirements. Because students in coordinated studies courses are expected to be responsible for their own learning, we take students' evaluations of their progress very seriously in our final evaluations. Failure to turn in these self-evaluations on time will affect your course grade.

#### **D. Attendance and Full Participation**

Participation in this program is a commitment to a sense of responsibility for the life of this learning community. Your cooperative spirit will enhance the personal and academic experience for all of us in this community. Your contributions are considered unique and, therefore, significant and irreplaceable. You are expected to attend all classes, lectures, films, writing workshops, and seminars. This is your responsibility as part of the commitment to your learning community. You need to inform your seminar group if you are unable to attend by calling or e-mailing the faculty.

#### **As a participant in a Learning Community, we expect you to:**

- Attend each class for the full session.
- Be on time—lateness is disruptive and disrespectful (But don't miss a class because you are late—come in as quietly as you can).
- Turn assignments in on time in hard copy form on the due date.
- Contact us if you are absent and take responsibility for what you have missed and for obtaining copies of notes, handouts, assignments, and changes.
- Talk with us if you miss more than two classes and contact us about any problems so that they can be resolved.
- Respect the need for a productive learning environment by turning off your cell phone at the start of class and leaving it off for the duration of the class. If you need to make calls or text, wait for a break or go outside the classroom to make the call or to text.
- Refrain from using artificial fragrances; sensitivity to chemicals can dramatically affect some people and a fragrance-free environment is part of the North Seattle College Code.
- Because laptop computers can be disruptive to the learning community, refrain from using laptops during class time unless you talk with us first.
- Tolerate and work through dissent in class discussions.
- Become comfortable with ambiguity and complexity as you study course content and practice course skills.
- Take responsibility for your own progress, which means asking questions as they arise and seeking help when the work feels too challenging or confusing.
- Devote two hours of study outside of class for every credit hour. This includes reading, preparing for seminar, writing and revising essays, and participating in study and project groups.

**Student responsibility:** Your cooperative spirit will enhance the personal and academic experience for all of us in this community of learners. We consider it your responsibility to be prepared, to find out what you missed if you are absent, and to contact us about problems. Please don't just disappear. Note that the last day to officially withdraw (and receive a "W" on your transcript) is November 15<sup>th</sup>.

**Inclusion and Anti-Discrimination Statement:** North Seattle Community College does not discriminate on the basis of race, color, religion, national origin, sex, gender identity or expression, sexual orientation, age, marital status, or disability.

**E. EVALUATION:** You will receive the same grade for all 10 credits based on the following number of points:

<u>Overall Participation</u> (including seminar skills, final fishbowl seminars, peer review workshops, attendance and overall participation).....	100 pts. (50 at midterm/50 at end)
<u>Seminar Papers</u> .....	105 pts. (15 pts. x 7 papers)
<u>Essays</u> (formal writing, including revision process).....	280 pts. (80, 100, 100)
<u>Self Evaluations</u> (thorough and thoughtful completion of self-evaluations).....	20 pts. (10 pts. x 2)
Total.....	505 points

Points earned are divided by points possible to come up with a percentage which corresponds to the a decimal grade (see attached grading chart).

Completion of all major assignments is required for a passing grade. We see learning as a developmental process, so for your evaluation we will be looking for ongoing development in your writing, seminar participation, critical thinking, and in what you contribute to the learning community.

**CREDITS:** You should be enrolled in two of the following courses for a total of 10 credits:

- 1212 ENGL& 101.C1 English Composition, (5 credits)
- 3560 WMN 200.C1 Introduction to Gender & Women Studies, (5 credits)
- 1502 HUM 105.C1 Intercultural Communication (5 credits)
- 1218 ENGL 265.C1 Literature and Society (5 credits)

**Faculty Commitment:** We want to help each of you to succeed. Call us or stop by during our office hours or make an appointment to discuss a problem before it overwhelms you—or us. We can usually help you work out a solution. We are aware of and have services available to accommodate those with special needs including learning and physical disabilities. The faculty is open to suggestions for improvement in all aspects of the program. We will be asking for your feedback throughout the quarter.

**Accommodations:** We believe that every student should have an equal opportunity to be successful in his or her educational pursuits. If you need course adaptations or accommodation in the classroom because of a disability, if you have emergency medical information to share with your instructor, or if you need special arrangements in case the building must be evacuated, please let us know. (See information under “Nuts & Bolts” about Disability Services)

## **NUTS & BOLTS**

### **Organizing Material**

You may want to use a 3-ring binder with loose leaf paper and divider tabs, or an accordion folder with dividers to organize the material for this course. You should have a place for in-class writing, prewriting and drafts, essays, seminar papers, class handouts, and other materials. Keep every handout and every piece of work you do until the class is over.

### **Standard Format for Assignments**

- All homework must be computer printed or typed; hand-written work is not acceptable.
- Put your name and the assignment name, and the date on your assignments.
- Use standard one-inch margins, double-line spacing, 12-point font size, and standard font.

- Use a 1/2-inch indent at the beginning of new paragraphs: do not insert an extra line space between paragraphs.
- For essays, note whether the paper is a Rough or Final draft.
- Please turn in essay assignments in the order indicated on essay assignment sheets.
- Please turn in all essays in a lightweight folder.

### **Academic Honesty**

To take the words or ideas of someone else and present them as your own is plagiarism and is unacceptable in any college class. Examples of plagiarism include the following:

- Incorporating into your own writing, without proper acknowledgement, words, sentences, or paragraphs from another written source,
- Paraphrasing so closely or so extensively from a source that the sentences and ideas really belong to the original writer,
- Submitting as your own whole essays written by someone else,
- Receiving so much help from another person that the work is not honestly your own.

The Student Code of Conduct states that “academic dishonesty, to include cheating, plagiarism, or knowingly furnishing false information to the college,” may bring disciplinary action. A teacher who believes plagiarism has taken place may require that a piece of writing be revised to eliminate the plagiarism, or deny credit for a piece of writing that is not original. In addition, a formal report may be filed with the college. Students who repeatedly commit plagiarism are subject to penalties that may include expulsion.

Committing plagiarism does tremendous harm to your own education. If you are having trouble with an assignment, please talk to your teacher so we can find a solution. If a friend in any class asks you for help that you feel could be plagiarism, do yourself and your friend a favor and say no.

### **Study groups:**

Former students and national research report that when they include studying together in small informal groups they are much more successful.

### **Campus Services:**

Become familiar with the campus services that will help you be successful in your classes. **Page One Writing Center** will be especially important to help with your writing process in this class. Other important services include **Open Computer Labs**, the **Counseling Center**, the **Women’s Center**, **Disability Student Services**, **Multicultural Student Services**, **Advising**, and **Student Clubs**.

### **Disability Student Services: (<https://northseattle.edu/disability-services>)**

Students with disabilities and/or needing accommodations such as accommodated testing, interpreting, note taking, taped textbooks, assistive technology, accessibility arrangements, tutors, etc. must contact Disability Services at 934-3697. The staff of Disability Services can assist individuals with both physical and learning/academic disabilities. If you feel you may have a learning disability, please speak with the Educational Access Center as soon as possible to identify issues and solutions to help you to learn effectively. All services are strictly confidential. The Director is Sarah Nagpal.

Accommodation for disabilities is a civil right under U.S. Federal law. Students are responsible for contacting Disability Services and requesting accommodation.

**Page One Language and Writing Center** (<https://northseattle.edu/tutoring/page-one-writing-center>) is North's language lab/writing center. It is located in the HSSR Building, Room 1636B (which is on the East side of the HSSR Building, 1st floor.) In addition to computer learning programs, Page One provides free tutoring on a first-come, first-served basis. The tutoring sessions can help you with issues like reading, writing and grammar, listening and speaking. They also provide on-line support with writing assignments. **Page One is one of the best things about this college: please use it.**

**Open Computer Labs** (<https://itservices.northseattle.edu/content/open-computer-lab>) Located in IB 3303 which is the NW corner of the 3<sup>rd</sup> floor of the Instructional Building, the Open Computer Lab is your best place to start with computer-related problems. For NetID-related problems, be prepared to show picture ID and SID number. The Open Computer Lab has 43 PC's and 5 iMAC computers, as well as black and white laser printing and 2 flatbed image scanners for student use. Check the hours of operation on the web site or by reading the signs on the doors outside the labs. Students with an active NetID account have up to 100MB of storage on NSC servers. This storage space can be accessed remotely from any internet connected computer to upload to, and download from, your NetID storage space from the campus wireless network or your home computer. For more information on using and accessing this storage, ask the staff in the computer labs.

**The Women's Center** (<https://northseattle.edu/womens-center>) (206-934-3696) Located on the 2<sup>nd</sup> floor of the College Center (just to the left of the entrance) with Student Success Services and Advising, the Women's Center is a resource center for ALL students. Here you can find resources if you need help with housing, financial, or health concerns and scholarship opportunities. The Women's Center also provides support around domestic violence and sexual assault. It is a place of support for you on campus. Chilan Ta is the Director of the Women's Center.

**The Counseling Center** (<https://northseattle.edu/counseling>) (206-934-3676) Located on the 2<sup>nd</sup> floor of the College Center with Student Success and Advising (CC 2346A), the Counseling faculty at North Seattle College can help you identify your goals and learn skills to succeed in college and beyond. Counselors, Lydia Minatoya and Jenny Mao can assist you with study skills, time management, career planning, stress management and direct you to resources off campus for additional support.

**Security Services** (<https://northseattle.edu/safety>) The Security Office (206-527-3636) is open from early morning until late at night. Security officers can help with parking problems, car emergencies, lost and found, or any safety and security concerns. If you need help on campus at any time, the security office is ready to assist you.

### **Unusual Events: Earthquakes, Fire Alarms, Snow**

In the event of an earthquake while you are on campus, get under a desk, table, or doorway until the movement stops. Do not run out of the building during an earthquake. Once the movement stops, evacuate calmly, following the evacuation route mapped in the classroom.

In the event of a fire bell, leave the classroom immediately, following the evacuation route mapped in the classroom.

In case of snow, call the college main number (206-527-3600) to see if classes have been cancelled. You may also check the main web site at: [www.northseattle.edu](http://www.northseattle.edu) or go to [schoolreport.org](http://schoolreport.org)

## **IN CONCLUSION**

Coordinated studies classes are exciting, demanding, and surprising, for both students and faculty. As much as your teachers have planned for this course, we know that as our learning community develops, the ideas of the group as a whole will determine much of what happens in our time together. We look forward to discovering what “Beginnings” means for all of us.