Course Title: FC110: Discovering the Human Adventure

Credits: 3

ABE: Dominant Ability to be Assessed: Critical & Creative Thinking  Level: 1

Instructor: Kate McDonald

Office Hours: By appointment only

Contact information: mcdonald_k@mitchell.edu

Class time and room: Mondays, Thursday 1:30 PM – 2:20 PM; NH204

Catalog Course description:
This introductory course offers an interdisciplinary study that explores the search for knowledge and meaning as related to various academic disciplines and applied to everyday life. The course explores individual, societal and cultural values in the modern, global and information age. The content is designed to assist first-year students who are undecided about their major to navigate the existing choices of study available at the College. Note: this class has previously been listed as HU101.

Prerequisites: Required for first-year associate and bachelor students with undeclared majors. Others may be admitted with permission. Co-requisite: First Year Experience (FC101).

Course Text(s): There is no required text for this class. Readings can be found on the class libguide at: http://mitchell.libguides.com/FC110 Handouts will also occasionally be provided.

Civility: It is the right of every college student to be educated in an environment that is free from distraction from the educational activities being conducted in the classroom. To support students’ right to a distraction-free educational environment, students engaged in any other types of disruptive behavior will be asked to leave the classroom, and will be counted as absent for the class.

Communication: Students are required to obtain and use a Mitchell college e-mail account for all departmental and college communications. All assignments/information will be posted as described by the instructor. Links are available at www.campus.mitchell.edu for all courses by the assigned professor. The student is required to read all information posted at this site. Look for the professor’s name/site.

Note: This syllabus is subject to change at any time as required by the instructor
General College Policies

**Attendance Policy:** The Faculty of the College believes that in order for a college student to derive the maximum benefits of a course, regular attendance is necessary as is the punctual and adequate preparation of assignments. Please reference the Course Catalog for more information. However, each instructor may also have his/her own attendance policy.

**The College ADA Statement (effective fall 2017):**

Mitchell College complies with the mandates created by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. In accordance with these laws, Mitchell College is committed to ensuring that no otherwise qualified student, on the basis of his/her disability, will be denied access to course content, materials or activities.

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Disability Student Services at (860) 701-5790 or by making an appointment through Starfish. To avoid any delay in the delivery of your accommodations, you should contact Disability Student Services as soon as possible. Please note that accommodations are not retroactive, and that I, the professor of this course, cannot provide accommodations based upon disability until I have received your Letter of Accommodation from Disability Student Services. Students who receive accommodations through DSS must get an updated Letter of Accommodation each semester. Your cooperation is appreciated. For more information please see the course catalog and/or the DSS webpage.

**Policy on Academic Honesty:** Penalties and procedures regarding academic dishonesty are defined in the College Catalog. Academic dishonesty includes the following: using the work of another individual – including another student – as one’s own, using non-approved resources during quizzes or exams or submitting the same research paper for multiple classes. Please refer to the College Catalog for the procedure required when an instructor has evidence of Academic Dishonesty.

As described in the Mitchell College policy manual, “students at Mitchell College are expected to maintain the highest standards of academic conduct.” By enrolling in this course, students agree that they understand and swear to adhere to those rules. Failure to adhere to these rules will affect a student’s grades. Cheating and/or plagiarism on any assessment will result in a score of zero for that assignment and the incident will be reported to the academic dean. Cheating on the final exam will result in course failure.
Departmental Policies

**Attendance Policy:** Attendance is essential for success. Anyone dismissed from class will be marked absent for the day. Excessive absences may result in the recommendation of a W (withdraw) or a lower grade for the course – including the possibility of an F (failing grade). **As a guideline, more than three absences will be considered excessive and will lower your grade. As is Department Policy, 7 absences will result in a failing grade.**

**Make-up Policy:** Late work will only be accepted under extraordinary circumstances and will be penalized by a loss of points. As a policy, late work will be graded with points taken off to correspond with the lateness of the submission on top of points awarded for content. In other words, you may submit a paper worthy of full credit, but lateness will factor into the final grade earned.

**Accommodations:** Please inform the instructor of any accommodations required. See the College ADA Statement (*effective fall 2017*) above for details.

**Departmental E-Mail /Communications requirement:** Contact with your instructor is essential. You can email me at mcdonald_k@mitchell.edu. I will only email you at your Mitchell College email address so please be sure that you are using that address.

**Plagiarism:** Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer’s thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offense. Consequences for plagiarism can range from failing the assignment to failing the course. Please familiarize yourself with the college’s policy. You can access the policy as well as resources to help you avoid plagiarism on the library’s plagiarism guide at [http://mitchell.libguides.com/CW101](http://mitchell.libguides.com/CW101) or contact the instruction librarian, Lauren Consolatore, at consolatore_l@mitchell.edu for an appointment.

**Classroom Participation:**
In addition to regular attendance, students are expected to be prepared for each class, submit assignments on time and actively participate in class discussions and activities. It is expected that you will prepare thoroughly, keep up with the work, and participate fully and actively in all class activities. Classroom decorum during the instructional process is based on mutual respect: instructor for student, student for instructor, and student for other student (See the above policy on civility). **Be on time. Be prepared. Pay attention and participate for the full class period.**

**Writing Standards:**
All written work is to be word-processed unless your instructor directs otherwise. All written assignments will be evaluated using the criteria as outlined in the Basic Guidelines for Responding in Writing in an Academic Setting as published by the Department of Communication and the First Year Experience as outlined below:

**For Formal Writing Assignments: Conventional Manuscript Format is Required**
- Typed and Printed out
- Keeps 1” margins all around
- Uses Times New Roman script
- Uses 12 Point Font
- Uses an Appropriate Title
• Numbers pages beginning with page 2
• Staples pages together (upper left corner) as needed.

For all writing: Basic Conventions of Standard Written English are Required
• Shows evidence of proofreading
• Uses complete sentences
• Uses appropriate language
• Uses standard grammar and spelling (contains no texting language)
• Uses own words and thoughts and gives credit to the words and thoughts of others as appropriate

Grading Policy:
Grades will be awarded based on the criteria set by the instructor utilizing College standard grading percentages:

94% and up = A  
90% - 93% = A-  
87% - 89% = B+  
84% - 86% = B  
80% - 83% = B-  
77% - 79% = C+  
74% - 76% = C  
70% - 73% = C-  
67% - 69% = D+  
64% - 66% = D  
60% - 63% = D-  
59% & below = F

Ability Based Education

ABE partners the intellectual abilities cultivated by the liberal arts and sciences with the professional skills and personal development required to compete in the global economy. As students’ progress through their programs of study, they will collect evidence (papers, videos, presentations, projects, etc.) that document their level of mastery. There are three levels of mastery:

1. Developing  
2. Competent  
3. Distinguished

Students must achieve at least Level 2, Competent, in 5 of 7 abilities. The seven abilities to be assessed prior to graduation from Mitchell College are:

1. Critical & Creative Thinking  
2. Communication  
3. Diversity and Global Perspectives  
4. Information and Communication Technology Literacy (ICT Literacy)  
5. Problem Solving and Analysis  
6. Values, Ethics & Social Responsibility  
7. Social Interaction
Course-Specific Information

**ABE Abilities to be Assessed:** Ability: Level 1

**Description of Social Interaction Ability:** The ability to identify and demonstrate social behaviors essential to effective interaction with others and the ability to apply positive intra- and inter-personal skills essential to seeking, securing and performing within their chosen field.

**ABE Stimulus to Assess:** The final course reflection for FC110 will be used to address these outcomes. More information will be provided in preparation for the final and throughout the semester course discussion will give students time to reflect on any changes in assumptions, learning experiences, challenges and perspectives.

**Outcomes:**

<table>
<thead>
<tr>
<th>FC 110 Course Learning Outcomes</th>
<th>ABE Outcomes - Critical &amp; Creative Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an understanding of the programs, services, resources and academic pathways available at Mitchell College</td>
<td>Questions assumptions and identifies contexts - Questions some assumptions; identifies some contexts when presenting a position</td>
</tr>
<tr>
<td>Create connections among course content threads and with Mitchell College majors, personal long term career goals, and relevant issues of society at large</td>
<td>Embraces contradictions - Includes alternate, divergent, or contradictory perspectives or ideas in a small way</td>
</tr>
<tr>
<td>Read and reflect course materials through a critical lens</td>
<td>Connects, synthesizes, and transforms - Connects ideas or solutions in novel ways</td>
</tr>
<tr>
<td>Synthesize information and participate in class discussions</td>
<td></td>
</tr>
<tr>
<td>Complete a service project that benefits the larger community</td>
<td></td>
</tr>
</tbody>
</table>

**Course Requirements:**

**Course Readings:** Each week there will be approximately 2-3 readings about the topic or field of study being covered – often these will address current events, trends in a given field of study or buzzwords in the industry. You **MUST** read these articles before the class in which they will be discussed. For each article, you should put together 3-5 points **about each article** that you found interesting or questions that you would like to pose for discussion. These can be typed or handwritten but on occasion, you will be asked to turn in your points/questions at the beginning of class.

**Written Assignments:** Over the course of the semester you will be required to submit regular journal/reflection responses based on reading assignments, speakers, field trips, events, etc. There will be approximately 8-10 responses total. Each response should be approximately one to two pages in length, typed and double-spaced. (Please review above Writing Standards) The goal of these assignments is for you to think critically and reflect on the materials in this course.
Each should include the following: (1) Introduction: Briefly summarize the article – include a few points that stood out to you quotes, statistics, case studies, etc. (2) Analyze the article – what argument is the author making? Why has he or she chosen this topic? (3) Evaluate - How do you feel? Do you agree with the author? Disagree? Did you like it? Dislike it? Why? Be specific. (4) Questions for discussion – are there things that need clarification? Were there parts you didn’t understand or that didn’t make sense? What other issues (if any) are brought up by the readings? (5) What connections do you see to other discussions/topics in class? (6) Conclusion.

NOTE: Written assignments should be printed out and brought to class on the day they are due. Work may only be submitted by email or after the due date if instructed or with prior approval by the instructor.

**Final Course Reflection & Roundtable Discussion:** The final course reflection and roundtable discussion, which are done during finals, must be quality products providing hard evidence of your engagement in the course, improvement in your reading comprehension and writing skills, and “proof” that your work meets ABE standards for the assigned ability. More instruction will be provided before the end of the semester.

**Attendance, Preparation & Participation:** While I may occasionally lecture and we will occasionally have guest speakers, this class is designed to be more of a group discussion and an interactive experience. You **MUST** speak up in class – share your opinions, ask questions and engage in the discussion process. Interaction with class speakers is also very important. To this end, it is imperative that you are prepared for each class having completed any assigned work and given thought to the subject(s)/reading(s) we will be discussing.

Excessive absences may result in the possibility of a W or a lower grade for the course – including the possibility of an F. **As a guideline, more than three absences will be considered excessive and will lower your grade. As is Department Policy, 7 absences will result in a failing grade.** In addition to regular attendance, students are expected to be prepared for each class, submit assignments on time and participate in class discussions/activities. Attendance at evening presentations may also be required.

**Late Work & Make-up Work:** Late papers and other late assignments will be accepted **ONLY at the discretion of the instructor and with a valid explanation**; if accepted the grades for assignments accepted after the deadline will be lowered. Students are responsible for making up in-class work missed due to absence.

**Tutoring Center:** All students are encouraged to take advantage of the support services in the Tutoring Center for assistance with work assigned in this course and in others.

**Grading:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals/Reflections</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance &amp; participation</td>
<td>20%</td>
</tr>
<tr>
<td>Community Service Project</td>
<td>10%</td>
</tr>
<tr>
<td>Academic Success Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Final Course Reflection &amp; Discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>
Please note: Changes may be made to this syllabus at the discretion of the instructor. Also, many of our discussions will be based – at least in part – on current events. It will only benefit you to check in regularly to local/national news to help you prepare. It is also expected that you will attend campus events and speakers regularly, these will occasionally be part of class discussion and extra credit opportunities will be offered.

WEEK 1:

Monday 8/28  Course Introduction & Syllabus Review; Libguide Instructions

Thursday 8/31  The Value of a College Education
   Readings due: “What is College Good For?” “The True Value of a College Education” & “Why Critics are Wrong About Liberal Arts Degrees” – be prepared to discuss
   Guest Speakers: Amanda Ljubicic & Paul Dunn, Integrative Career Development

WEEK 2:

Monday 9/4  No Class – Labor Day

Thursday 9/7  Response #1 Due – College Education readings
   Guest speaker: Annie Philbrick, Bank Square Books & Savoy Bookshop & Café

WEEK 3:

Monday 9/11  Introduction to Behavioral Science
   Guest Speaker: Dr. Tara Broccoli, Department Chair
   Readings due: I Will Never Quit: See the Transgender Troops and Veterans President Trump Wants to Ban”, “Will Wonder Woman Really Make a Difference in Hollywood” & “Little Girls Tearful Meeting…” – be prepared to discuss

Thursday 9/14  Response #2 Due: Behavioral Science readings
   Movie Screening & Discussion: Erasing Hate

WEEK 4:

Monday 9/18  Movie Screening & Discussion: Erasing Hate
   Introduction to Business
   Readings due: “The Gun Industry's Deadly Addiction” & “5 Facts about guns in the United States” – be prepared to discuss

Thursday 9/21  Introduction to Communications
   Readings due: “Tech Companies Policing the Web Will Do More Harm Than Good”, “Tech Companies Blacklist White Supremacist Site” and “Tech Companies Are Knocking Hate Groups Offline” – be prepared to discuss

WEEK 5:

Monday 9/25  Guest Speaker: Dr. Kimberly Blake, Department Chair – Life Sciences
   Response #3 Due: Business readings
Thursday 9/28  Guest Speaker: Dean Roberts, Department Chair - Sports & Fitness Management  
Response #4 Due: Communication readings

WEEK 6:

Monday 10/2  
Introduction to Hospitality & Tourism  
Guest Speaker: Denise Braley, Associate Professor  
Reading Due: “Herb Kelleher: Manage in Good Times and You’ll Do Well in The Bad Times”

Thursday 10/5  
Guest Speaker: Katie Hallisey, Higher Edge  
Response #5 due – Hospitality & Tourism readings

WEEK 7:

Monday 10/9  
No Class – Columbus Day

Thursday 10/12  
Guest Speaker: Susan Dombrowski, CorePlus Federal Credit Union  
Community Outreach Project brainstorming

WEEK 8:

Monday 10/16  
Guest Speaker: Matt Kaplan, CEO & Co-Founder, PeaceLove

Thursday 10/19  
Introduction to Justice Studies  
Readings Due: “White Male Terrorists Are An Issue We Should Discuss”, “The Radicalization of White Americans” & “Mass Incarceration: The Whole Pie 2017” – be prepared to discuss

WEEK 9:

Monday 10/23  
Guest Speakers: Maria Miranda, Miranda Creative & Senator Paul Formica  
Response #6 due – Justice Studies readings

Thursday 10/26  
Movie Screening & Discussion – 13th

WEEK 10:

Monday 10/30  
Movie Screening & Discussion – 13th  
Introduction to Life Sciences  
Readings due: “The Uninhabitable Earth” “Are We As Doomed As That NY Magazine Article Says” & “Our Disgraceful Exit from the Paris Accord” – be prepared to discuss

Thursday 11/2  
Community Outreach Project Check-in

WEEK 11:

Monday 11/6  
Attorney Karen Lydecker & Attorney John Cizik  
Response #7 due – Life Science readings
Thursday 11/9  
Introduction to Sports & Fitness Management  
Readings due: TBA  
Community Service Project check-in

**WEEK 12:**

Monday 11/13  
Academic Success Plan Introduction  
Guest Speaker: Jen Welsh, Coordinator, First Year Experience  
Response #8 due – Sports & Fitness Management readings

Thursday 11/16  
Community Service Project Deadline

**WEEK 13:**  
No Class – Thanksgiving Break

**WEEK 14:**

Monday 11/27  
Readings due: Has the smartphone destroyed a generation?” & “Duck Dynasty vs. Modern Family: 50 Maps of the U.S. Cultural Divide” – be prepared to discuss

Thursday 11/30  
Academic Success Plan Due

**WEEK 15:**

Monday 12/4  
Academic Advising Q&A

Thursday 12/7  
Final Reflection Workshop

**FC110 Final Exam Period:** Tuesday, December 12th at 6pm:  
Roundtable Discussion & Final Course Reflection Due