Appendix 1:
Syllabus Construction Assignment and Final Course Syllabus
Guide Sheet for Syllabus Construction

Parts of the QU 101 class that we must retain:

2. The videos Digital Nation and My Journey from Evil to Heroism.
3. The summer writing (already done! 3-4 pps)
4. The PSP revision, due in early October (3-4 pps)
5. The final (a common essay exam applying the readings 4-5 pps)

Parts of the class we have control over:

1. Grading criteria:
   . Intellectual presence (about 20%) – how will we define this?
   . Attend five community activities (about 10%) – how will we measure this?
   . Annotation of readings – graded or ungraded? (If graded, what %?)
   . Informal writing – graded or ungraded? (If graded, what %?)
   . 20-25 pps of formal writing (12 pages accounted for already)
      About 50% of the grade – with sources or without? How many?
      Rather than pages – what would you like to write about? What kinds of written work would be beneficial in context of course goals?
   . %’s – and think about other types of work – group work, community service, oral presentations, etc. you might enjoy
2. Additional class materials you would like to include – videos, exercises?
3. Attendance policy – what should ours be?
4. Assignment policies regarding late work?
5. Policies regarding: cell phones, laptops, food, other things?
QU 101
The Individual and the Community

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COURSE DESCRIPTION
This first semester interdisciplinary seminar introduces you to Quinnipiac University and challenges you as an individual to read, write and speak critically and to become an engaged member of this academic community. In order to achieve these goals, you must first understand yourselves – your values and beliefs as primary sources of motivation that guide your actions. And so, we’ll spend much of the course getting in touch with these, but also examining them in the context of fundamental questions about human nature, the formation of your individual identity (what makes you “tick?”) and your common inheritances (what values and traits do you share with your classmates?) We will also explore the meaning of community. What does community mean and how is it formed and sustained in the context of the ongoing interplay between individual rights and responsibilities? QU 101 lays the groundwork for considering how you can extend your roles and responsibilities as a member of the University community. It is also intended to prepare you for later courses where you will explore your position in the national and global communities beyond QU.

COURSE QUESTIONS
Our class, like all sections of QU 101, is framed around six questions. These are the questions that will drive our reading, writing and discussion.
1. What defines and locates an individual?
2. How is individual identity formed and sustained?
3. What defines and locates a community?
4. How is a sense of community formed and sustained?
5. How do individuals deal with tensions and conflicts between personal interests and community interests?

6. How do perceptions of individual difference and diversity affect community?

Throughout the semester we will use the course questions to help us think about the texts we read and we will use the texts we read to help us answer the course questions.

STUDENT LEARNING OUTCOMES

By the end of the semester, through full effort and participation in the activities and experiences related to QU 101, you will be able to:

1. Participate effectively in class discussions through strong, focused reading and annotation of required texts;
2. Speak publically in a clear, cogent and logical manner in representing the ideas and positions raised by the common course questions, required readings, and the observations of your peers;
3. Advance and support findings and opinions in speaking and in writing – with evidence from a range of academic experience – textual, social and interpersonal;
4. Work effectively in small group discussion by assuming both leadership and collaborative roles;
5. Analyze and reflect upon your commitment to helping build a strong sense of community engagement across the campus with the goal of lifelong learning;
6. Provide, defend and apply an extended and sophisticated definition of concepts including “identity,” “individuality,” “responsibility,” “diversity,” and “community”

REQUIRED MATERIALS


All of the above are available at the bookstore. In addition, selected short readings, including a section of the QU Student Handbook will be distributed in class. There are also online case studies. Most readings come from the Duffy book. I have labelled these with a (T) so you know where to find them. Other readings are posted under “course materials” on Blackboard.

GRADED WORK

**Intellectual Presence: Annotation, Attendance and Participation** 20 Points

In order to be part of our classroom community, we must be physically and intellectually present. Our presence will be graded based upon three things: 1) our intellectual engagement with the readings, 2) our physical presence in the classroom and 3) our willingness to share our thoughts about the readings during class discussions.

Our intellectual presence will be graded in the following ways (the 10 points will be roughly equally divided between these three categories):
Annotations: Professor Hudd will periodically spot check our texts (which we will bring to class each day) for annotations at five different points during the semester. She will give us a grade of 0, 1 or 2 (0=inadequate, 1=average and 2=above average). As per our discussion in class surrounding annotation, this part of the grade will be based largely on the quality rather than the quantity of the annotations. Quantity will only come into play when students are providing minimal written comments/questions consistently across several readings. Quality annotations are annotations that show connections to other courses, thinking beyond the reading at hand, or identifying questions that the reading evokes. We are annotating so that we will recall what struck us in a reading – where the points of entry in our thinking are at the time we read each reading. When we return to these readings at the final, our annotations will help us decide upon their relevance the learning we have experienced as a part of this QU 101 class. Annotations will be worth 10 of the 20 participation points. Professor Hudd will calculate the % of total available points we received (i.e., 5 checks x a maximum of 2 points each) and will give us a grade out of 10 based on the points we accumulate.

Attendance: Professor Hudd will take attendance every day. We are allowed 3 unexcused absences (no questions asked), and additional excused absences (with documentation such as a doctor’s note). For every additional unexcused absence in excess of three, Professor Hudd will deduct a point from our participation grade. In addition, points can be deducted for excessive tardiness. In terms of tardiness, occasional lateness will be tolerated (e.g., the “alarm didn’t go off”). Professor Hudd will determine when lateness becomes disruptive to the individual and our class, and she will discuss her concerns with the student and deduct points from their grade. Attendance is not actively factored into the grade – it is assumed. A point will be deducted for each class missed beyond the allowable number of absences.

Participation: Everyone is allotted a couple of “off days,” i.e., days where we can approach the Professor and indicate our unwillingness to participate. Other than these exceptions, Professor Hudd may call on any of us at any time. Professor Hudd will record a participation grade for us at the end of each class (a “0” is used to indicate failure to participate, while a “1” will indicate active participation). Professor Hudd will calculate the percentage of active days, and multiply it times the 10 points to calculate the points that get factored into our grade.

Periodically a person can become sick for an extended period (e.g., mono). We trust Professor Hudd to assess the needs of individual students, with a mindfulness toward fairness to all students in the class, and to modify the above grading procedures accordingly when life events occur for individuals.

Community Involvement Fair Assignment 10 points
We will write a paper that summarizes our experiences with the Quinnipiac community, and the ways in which those experiences have both affirmed and challenged our individual identities. This paper will be based upon either attendance at the Involvement Fair or attendance at 2-3 organizational meetings on campus. It will be due in class on September 12, and graded in accordance with the assignment sheet given out in class.

Writing Assignments 50 points
There will be five writing assignments in this class. Each writing assignment will be worth 10 points. Two of the writing assignments – the final exam (10 points) and the PSP (10 points) – are prescribed by guidelines for the course. The PSP will need to be 2-3 pages (12 pt. font) and the final will need to be 5 pages long. Prompts for these assignments have been uploaded in Blackboard.

The remaining three writing assignments will be written by Professor Hudd, and she will provide an assignment sheet and grading grid for each one. These other three papers can be any length, and students can choose to do one, two or all three of the papers, however, their remaining writing must total 10 additional pages. All papers will be uploaded to the student portfolio, and a hard copy turned in to Professor Hudd on the due date. Failure to complete the additional 10 pages of writing will result in a 5 point deduction from the student’s overall grade. If a student chooses to skip a paper, then the 10 points for that paper will be added to the next available paper (i.e., skipping Paper #1 means Paper #2 is worth 20 points, skipping paper #2 means that Paper #3 is 20 points, and skipping Paper #3 means that Paper #1 is worth 20 points). Skipping two papers means that the one paper written is worth 30 points.

Additional Work 20 points

We agreed that we would like the opportunity to participate in a community service project, and that we would like the opportunity to do something visual (e.g., collage or Powerpoint) to represent the learning we experience in this project.

Accommodations

We understand that individual students learn differently. The coordinator of learning services, John Jarvis, works directly with students who choose to disclose a disability. While Quinnipiac does not have a specialized program for students with disabilities, Professor Hudd will work with students who choose to disclose the nature of their disabilities. She will honor both the spirit and the letter of the laws that apply to students with disabilities. Disclosing a disability and arranging any reasonable accommodations are best done early in the semester, perhaps even before the semester begins.

Academic Integrity

Our classroom is grounded in mutual trust. We are freshman. We are human. Life happens sometimes, however, we recognize that there are alternatives to plagiarism. We understand that we can consult with Professor Hudd whenever we encounter difficulties meeting deadlines or understanding our assignments. We expect that our Professor will be fair in deducting points for lateness of work that is turned in late, and that she will carefully consider the life circumstances surrounding our inability to meet the class deadline.

We agree to abide by University policy: all the work we submit will be our own, and when we use information from other sources, we will cite these sources appropriately. We understand that the failure to follow the University policy on plagiarism can result in a failing grade for the assignment, and possibly the class, depending on the nature of the violation.

Classroom Behaviors
Our classroom is grounded in mutual respect. This underlying principle will guide our behavior as we interact with our professor and fellow students in the QU 101 classroom. We will express our unique needs as individuals, while at the same time we understand that our unique preferences may not be completely fulfilled as they are balanced with the concerns of other individuals in our classroom community. Despite our differences, we have come to an agreement that we will abide by the following rules when we spend time in class together.

**Technology**

We will allow the respectful use of technology (e.g., a quick glance at a phone, or quick response to someone who is concerned about us). We will not accept routine texting during class.

We will allow use of laptops in class, for students who prefer this, to take notes and to perhaps bring information into class that is relevant to our discussion. We agree that “Facebooking,” shopping and other distracting activities are not acceptable during class time.

**Food**

We will also accept appropriate eating: food that is smelly, messy or disruptive in any way to those who are not eating it will not be allowed. Any student who eats or drinks during our class will be respectful to the next group of students by cleaning up after themselves.

**Civility**

We agree that learning from our fellow students is equally important as learning from our professor. We will listen with an open mind, and we will allow for appropriate disagreement and the discussion of alternative viewpoints. We understand that the goal of our time together is not necessarily to change each other’s views (although this may happen), but rather to enrich our individual understanding of how and why we develop and hold our opinions. We agree that we are *all responsible* for enforcing the rules outlined above. As fellow students in the classroom, we will gently remind each other when we see these rules being violated (e.g., “You left crumbs on your desk,” or “You need to stop texting now,” or “Your shopping during class is distracting to me.”) Our environment of mutual respect also means we can get up to use the rest room without asking for permission. We will discuss these rules periodically in class (e.g., once a month) with the goal of modifying, adding or subtracting from them.
CLASS SCHEDULE
PART I: The Community

What defines and locates a community?
How is a sense of community formed and sustained?

Academic Experience as Community

**Tues 8/27:** No Assigned Reading

**Thurs 8/29:** For today, read “What do I want?,” “Practice or Perfect” and review class texts

Cohort as Community

**Tues 9/3:** Syllabus Under Construction (con’t)
Readings: Linda, Frank and Doss (T)

**Thurs 9/5:** Reading: Bauerline and Putnam (T)

College as Community

**Tues 9/10:** Reading: Mills and Boyer (T)

**Thurs 9/12:** Reading: English (in Reader) and David Brooks *On Paradise Drive*, “Growing”

Bring PSP to class  INVOLVEMENT PAPER DUE

The Virtual Community

**Tues 9/17:** Reading: Gould (T)

**Thurs 9/19:** Reading: “When Roommates Were Random” and “Virtual Friendship and the New Narcissism”

Community Definitions of Success

**Tues 9/24:** Reading: “What if the Secret to Success is Failure?” NYT and Peer Review

**Thurs 9/26:** Reading: Syed, *Bounce*, Ch. 4 “Mysterious Sparks and Life-Changing Mind-Sets”

Summary – Principles of Community and Alternative Frameworks

**Tues 10/1:** Reading: Tumin – Principles of Stratification (Peer Review of PSP)

**Thurs 10/3:** NO READING – Revised PSP Due in Class today! PAPER #1 (min. 3 PAGES)
Tues: 10/8: Reading: Rousseau (T) and Excerpts from the QU Handbook

PART II: The Individual
What defines and locates an individual?
How is individual identity formed and sustained?

Individuals, Identity and Valuing Diversity

Thurs 10/10: Reading: Maalouf (T) – PAPER #2 DUE HERE

Tues 10/15: Reading: Wade “Do Unto Others” and Pinker (T)

Thurs 10/17: Reading: Barry, Douthat and Stephens (all T)

Tues 10/22: Reading: Wollstonecraft (T) pp. 5-20

Thurs 10/24: Reading: Larson (T) and “Sex on Campus”

Tues 10/29: Reading: King: “Conquering Self-Centeredness” (T)

Thurs 10/31: Reading: Re-read a selection from The Other Wes Moore PAPER #3 DUE HERE

Part III: The Individual in the Community

How do individuals deal with tensions and conflicts between personal and community interests?
How do perceptions of individual difference and diversity affect community?

Belonging and Integrating in the Community

Tues 11/5: Reading: Plato, “Selections from the Republic” (T)

Thurs 11/7: Reading: Zimbardo (T)

Community Alienation

Tues 11/12: Reading: Laramie Project

Thurs 11/14: Reading: “What It All Has to Do with Us” and “How to Fight Binge Drinking”

Bring your PSP to class!!

Community Values: The Hidden Impact of Consumerism

Tues 11/19: Reading: Shipler (T) and “Income Inequality”
Thursday, November 21: Reading: Lawson (T) and “Habit Formation” from Schorr PAPER #4 DUE

THANKSGIVING BREAK

Week 14: Successful Community Membership

Tuesday, December 3: Reading: “Purposes of a College Education” by Bok and Light (T) Community Service Project Visual/Write-up Due Here

Thursday, December 5: No Assigned Reading – Review and Discussion of Final

PAPER #5 – THE FINAL EXAM, DUE ON DATE OF FINAL EXAM IN CLASS (MIN. 5 PAGES)