HNRS 223/323
Individual Intellectual Development Seminar
Fall 2016
Richard Schur

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Learning Outcomes

LO1- Develop critical reading and thinking strategies
LO2 – Gain experience in leading small group discussions and demonstrating leadership skills

Catalog Description

A seminar devoted to the discussion of books and films. Each student chooses a selection of books and/or films and must be prepared to lead discussions of the selected works.

Course Assignments

Assignment 1 – Develop the course assignments as a group (LO2)	20 pts
Assignment 2 – Complete reading, watch films, & participate in discussions (LO1)	30 pts
Assignment 3 – Lead One Discussion (LO2)	20 pts
Assignment 4 – Short review (LO1)	30 pts

Grading Scale

Letter Grade	Points
A	92 or above
A-	90-91.9
B+	88-89.9
B	82-87.9
B-	80-81.9
C+	78-79.9
C	72-77.9
C-	70-71.9
D+	68-69.9
D	62-67.9
D-	60-61.9

Statement Regarding Students with Disabilities

Drury University is committed to making reasonable efforts to assist individuals with a disability in their efforts to avail themselves of services and programs offered by the University. Drury University will provide reasonable accommodations for persons with documented qualifying disabilities. It is the student's responsibility to request accommodations.

To receive accommodations please contact Ed Derr in the Disability Support Services Office, Findlay Student Center, room 1116, 417-873-7457, ederr@drury.edu.

Title IX Responsibilities Of Faculty

Drury University faculty are committed to supporting our students, upholding gender equity laws as outlined by Title IX, and fostering a learning and working environment based on mutual respect. If you choose to confide in a member of Drury's faculty regarding an issue of sexual misconduct, that faculty member is obligated to report the basic facts of the incident to Drury's Title IX Coordinator. The Title IX Coordinator will provide you with information regarding your rights and options, as well as possible resources both on and off campus. For information about your options at Drury, please go to: http://www.drury.edu/hr/Title-IX-Policies-and-Resources/.

Participation & Attendance

Students are expected to attend all class sessions and participate actively. If a student cannot attend a session (for any reason), he or she will need to submit (within a week) a summary of the reading assignment to receive the attendance and participation points for that day.

Assignment One

In groups of five or six, the students enrolled in the class will need to meet and propose a course calendar, ideally around a theme or topic. The calendar must require all of us to read three "classic" books (two fiction and one non-fiction) and screen one film (possibly as part of the Humanities Film Series at the Moxie). The students will need to propose a definition of a "classic" text as part of the syllabus. For each book, we will meet and discuss the text. For the film, we will screen the film together and then discuss it. One (or two) student(s) will lead each discussion. The dates for "group 1" will be September 22, October 6, November 3, and December 1. The dates for "group 2" will be September 29, October 27, November 17, and December 8th. Please offer a preference for which set of dates your group would like.

The team will need to submit one document outlining the proposal. The document should be about two to three pages. The explanation of the classic and the rationale for the texts

chosen should be no more than a page. The calendarand other materials should not take up more than another page or two. The assignment will be graded based on how well the team collaborates, the seriousness and quality of the proposed course calendar, and the thought it reflects about the concept of "classic". **This assignment will be due on September 8th at 11:00 am at class-time**. The whole team will receive the same grade unless a student does not participate in the creation of the document.

Assignment Two – Course Readings/Film Viewings/Discussion Participation.

Each non-discussion leader will receive up to 10 point for the quality (not the quantity) of their participation in our discussion about the given book or film (for a total of 30 points for the semester). Over the course of our discussion, each student should demonstrate that they completely read the text and thought about it deeply.

Assignment Three – Discussion Leading

When a student leads a discussion, he or she should demonstrate that they have completely read the assigned text and though about it deeply. The student should also prepare for leading discussion by brining a minimum of 10 questions that should generate conversation (It is okay if we do not get to all of them). As part of those questions, the discussion leader should consult book/film reviews, the author's biography or past work, historical or cultural context, or other outside reading or materials. The discussion will leader will receive up to 20 points for the quality of their preparation and the quality of the discussion leading.

Assignment Four – Blog/Review
At some point in the semester, each student should write or produce some kind of "formal" review of one of the things we read. (The course proposal can specify this, including its length). It could be on the Humanities website, the Mirror, youtube review like Thug Notes or some other "public forum". The review will be evaluated based on the quality of the writing/presentation and the depth of understanding of the text it reveals.

Texts Required: as determined by the proposed course calendar.