

Miyazaki International College – Course Syllabus Spring 2018

Course Title (Credits)	LIB101: Introduction to Liberal Arts
Course Designation for TC	N/A
Content Teacher	
Instructor	Dr. Erik Bond
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Office/Ext	MIC 1-211 / ext. 3719
Office hours	MW 10.45-12.15
COURSE DESCRIPTION	
<p>This course will help students to become familiar with MIC and tertiary-level study. In addition to basic study skills that students can use in all their subsequent classes at MIC, students will learn about the liberal arts tradition on which MIC is grounded, and examine some of the disciplines that they may study in their time at MIC.</p>	
COURSE GOALS & OBJECTIVES	
<p>Upon completion of this course, successful students should:</p> <p>Content Objectives:</p> <ul style="list-style-type: none"> • Be familiar with the disciplines and subject matter of the liberal arts; • Have developed study skills necessary for success in college life; • Have learnt how to use the e-portfolio system with Mahara/Moodle. <p>Language Objectives</p> <ul style="list-style-type: none"> • Be able to participate in discussions in English, including asking questions to clarify understanding; • Know how to write effective emails in English; • Have developed the skills necessary for successful presentations in English. <p>Critical Thinking Objectives</p> <ul style="list-style-type: none"> • Understand the value of studying the liberal arts, and its connection to the notion of freedom; • Be able to understand and evaluate ideas from different disciplinary perspectives; • Know what it means to take responsibility for their own learning, and put this into practice; • Know how to take effective notes by identifying salient information from texts or lectures; 	

Teaching Methodology

Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:

<u>Active Learning Teaching Strategy</u>	<u>Course Schedule</u>
1. Interactive Lectures	<i>Most classes</i>
2. Facilitated group and class discussions	<i>Most classes</i>
3. Self-Assessment and Peer Review	<i>Days 3, 8, 17</i>
4. Group work	<i>Most classes</i>
5. Presentations	<i>Days 8, 17</i>
6. Reading Summaries	<i>Days 5, 6, 8, 16</i>

Required Materials:

- Materials will be provided and accessible through the class Moodle
- Bring your tablet to every class
- Print documents as requested

COURSE SCHEDULE (subject to change with notice)

Lesson	Topic	Content/Activities
1 (April 12)	Introduction to the course	Overview of the course, ice-breaking activity Assignment: Preparation for next week: writing emails
2 (April 19)	Communication	Email etiquette Assignment: writing emails to instructors
3 (April 26)	Participating in MIC classes	Taking notes, asking questions Assignment: Re-writing emails Assignment: Taking notes on assigned text
- (April 27)	Possible makeup class	Placeholder
4 (May 2) <i>Wednesday</i>	Managing student life	Time management, class preparation and organization, classroom behavior, study strategies, instructor consultation, etc.
5 (May 10)	Library Tour and Referencing Sources	Becoming familiar with the library
6 (May 11) <i>Friday</i>	Library Assignment	Referencing sources Assignment: library research and referencing sources
7 (May 17)	Liberal Arts	History and philosophy of liberal arts Assignment: taking notes on library assignment Assignment: brainstorming presentation skills

8 (May 24)	Presentation Skills	Discussion on presentation skills and preparation for presentation on the history and philosophy of liberal arts. Assignment: preparing for presentation
9 (May 31)	Presentations	Presentations on history and philosophy of liberal arts. Assignment: submit presentation to e-portfolio (including sourcing references)
10 (June 1) <i>Friday</i>	Presentations	Presentations on history and philosophy of liberal arts. Assignment: submit presentation to e-portfolio (including sourcing references)
11 (June 7)	Liberal Arts & Philosophy	Short reading and discussion
12 (June 14)	Liberal Arts & Natural Science	Short reading and discussion
13 (June 21)	Liberal Arts & Sociology	Short reading and discussion
14 (June 28)	Liberal Arts & Political Science	Short reading and discussion
15 (July 5)	Presentation Preparation	Review first presentation and prepare for final presentation
- (July 12)	Preparation Week	Study period, no class
16 (July 19)	Final Presentation	Revised presentations
17 (July 20) <i>Friday</i>	Final Presentation	Revised presentations
Exam Period	Final Exam	
Notes:		
Required Materials:		
Pen/pencil, paper, tablet*** , binder, access to Moodle, and assigned readings.		
<p>***Important Note***:</p> <ul style="list-style-type: none"> • It is <i>extremely important</i> that you bring a tablet or laptop to <i>every class</i>. • This class will use mobile devices often, including to type assignments. • Each class period will begin with a writing prompt that you must answer on Moodle • If you do not have a device that is charged, connected to the internet, and allows you to type, you may be unable to complete some assignments and your grade may be affected. • If you do not have access to a tablet, please talk to me in the <i>first week</i> of class so we can find a solution. 		

COURSE POLICIES

1. Students are responsible for accessing course content online, reading or listening to it, ensuring that they understand the meaning, and being ready to discuss it before they come to class.
 2. Students are required to contribute to a personal e-portfolio using Moodle/Mahara.
 3. As we only meet once per week, it is important that you attend every class. If you miss a class, be sure to talk to your classmates about what you missed.
 4. If you have questions, please come and see after class, in my office, or during my office hours (posted on office door) or send me an email.
 5. You must use your own thoughts, ideas and writing. Plagiarism is using someone else's words or ideas without giving them credit. Plagiarism will not be tolerated and may result in failure of an assignment or the class.
 6. It is important that everyone feels comfortable and safe in my classes.
 - Insults of any kind will not be tolerated UNLESS we are discussing them in class. So, for example, if we are discussing harassment, it is OK to talk **about** a negative word. It is never OK to use a negative word when talking about an individual person or social group.
 - **Harassment of any kind will not be tolerated.** Discrimination on the basis of race, creed, colour, national origins, age, sex, disability, sexual orientation, and gender identity is prohibited.
 7. Academics reserve the right to ask students to leave the class at any time. Repeat offenders may be asked to drop the course and/or face additional consequences
- Ask questions!!
The only bad questions are the questions you *do not* ask. Try to answer questions yourself. It is OK to be wrong, it is just part of the learning process!

STUDENT PREPARATION & REVIEW TIME

Students are expected to spend at least one hour preparing for every hour of lesson and one hour reviewing and doing homework. Therefore, because we meet for 90 minutes per week, you should be doing at least 180 minutes preparing and reviewing each week.

GRADES & GRADING

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|-----|----------------------------------------------------------------------------------------------------------|
| 20% | Participation (Discussion, Asking Questions, Group Work, etc.) |
| 20% | Assignments and activities |
| 20% | Presentation on liberal arts, plus submission of presentation and self-review to e-portfolio |
| 20% | Final presentation on liberal arts (revised) and how to apply liberal arts to personal areas of interest |
| 20% | Final Exam |

Grades:

- A: Greatly exceeds course expectations and requirements.
- B: Exceeds course expectations and requirements.
- C: Adequately meets course expectations and requirements.
- D: Does not quite meet course expectations and requirements.
- F: Widely fails to meet course expectations and requirements.

Detailed assignment sheets outlining expectations for your journal, presentations, assignments, and your portfolio will be given to you in class and will be available on our class website.

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Writing					
	Oral Communication					