

ORIN 293S:001 / The Eberly Advantage / CRN 18038 / TR / 1600-1715 / 102 WDB-D

Spring 2013 14-JAN-2013 - 02-MAR-2013

Stephen West
Contact: sjwest@mix.wvu.edu
Office: Colson 317
Hours: T/TH 1:00-2:30

"The Eberly Advantage"

This course is designed to help you reflect on and develop the unique skills you have as Liberal Arts and Sciences majors. With a foundation in the history and philosophy of liberal arts education, this course asks you to engage with that tradition and consider how it affects your life now, and importantly, how it will impact the personal, community, and professional identities you hope to pursue after college. In addition to regular reading, writing, and class discussion, you will create a self-directed portfolio that represents your individual skill set and helps you discover ways to package strengths and develop weaknesses in preparation for life after graduation. The Eberly College knows that there is no need to apologize for majoring in the liberal arts; the Eberly Advantage is real, and this course will help you realize it!

Learning Objectives

GOAL 1: Understand the history and philosophy of the Liberal Arts tradition and articulate their relevance in contemporary contexts

GOAL 2: Develop a personal liberal arts identity that meaningfully connects academic and work experiences to life goals

GOAL 3: Identify a personal skill set and actively develop it through experiences that highlight strengths and build upon weaknesses

Required Materials

- Regular access to eCampus and MIX
- Flash drive or other means of storing work
- Two-pocket folder
- Funds for printing
- NOTE: While this course has no official textbook, we will use a variety of readings to enhance our understanding of the liberal arts, the job market, and other relevant subjects. Readings will be posted on eCampus.

Policies and Procedures

For further information on policies and procedures, see WVU's student handbook.

Social Justice Statement

WVU is committed to social justice. I agree with WVU's commitment to social justice and expect to maintain a positive learning environment based on open communication and mutual respect. If we all respect one another and appreciate our differences, then there are no right or wrong answers

and we all learn more—that is the kind of class I want to be a part of. Don't be afraid to take a chance and ask “dumb” questions—I do all the time, as you will see. We will all listen and participate together; I view individual participation as inseparable from the overall class community—if one person goes unnoticed, all suffer. However, should you feel uncomfortable in the classroom as a result of my actions, or those of a classmate, let me know as soon as possible! Disrespectful behavior during class constitutes grounds for dismissal for that day--any dismissal from class shall be considered an absence. On a related note, texting in class is disrespectful to me and to your fellow classmates. *If you disrupt class through frequent cell phone calls or texting, I will ask you to leave and you will receive an absence for that day.* All in all, if you show up every day open-minded and willing to think in new and challenging directions, you will succeed.

Disability Modifications

We all learn differently, and I will do my best to engage all learning styles. If you have some particular modification that you require to get the most out of this class, please let me know right away at the start of the semester. Also, please contact the WVU Office of Disability Services for any questions or requests at: G-30 Mountainlair Phone: (304) 293-6700 Voice/TDD: (304) 293-7740. Email: access2@mail.wvu.edu

Attendance and Responsibilities

Attendance is important to your success in this course. I will keep track of how many classes you miss, and any missed classes will affect the total points you receive for participation. **Additionally, missing more than 2 class periods on T/R schedule and more than 3 class periods on MWF schedule will result in a final course grade of F.**

All absences (excused or unexcused) will count toward the total number, and this policy obtains from the moment you are registered in the course. You are responsible for making up any work you may miss by failing to attend class, even if the absence is necessitated by illness or personal emergency. In the case of university activities and religious observance, you must notify the instructor, in writing at least two weeks prior to the date missed. Your instructor will give you clear guidelines for the ways you can make up for absences and stay on track. Remember: it is always the best policy to take responsibility for your absences and inform your instructor before you miss class.

Office Hours

My current office hours are T/TH 1:00 – 2:30 or by appointment. I can usually accommodate a range of times so long as you email me beforehand. I try to respond to emails within 24 – 48 hours.

Standard of Work

This is a college level course, and you are expected to be comfortable with the mechanics of writing. The Writing Center is a resource available to you—to help you to brush up on your understanding of basic skills, but also to support you in all aspects of the writing process. If we interact with speakers, other department representatives or otherwise have contact with others outside of the classroom, you're expected to act in a professional and respectful manner.

Requirements/Assignments

Final grades will be calculated by the total points students earn out of the 100 available in the following categories:

PORTFOLIO (50 points): The portfolio is an experiential assignment that speaks to the heart and soul of this course, where students will reflect on their life goals, discover their personal and professional strengths and weaknesses, and participate in experiences outside of class that they believe will help lead them from college to a life they want after graduation. In the first week, each student will complete a self-assessment, and write a 2-3 page reflection on what they learned about themselves from those results. Then, it will be up to each student to complete activities from three categories through the remainder of the course, which will then be described in a 2-3 page narrative that explains how their experiences for the portfolio relate to the results of their self-assessment. The three categories required for the portfolio are:

1. *Self-Assessment(s)* (2-3 hours). Students are required to complete the FOCUS test by the beginning of the second week of class. FOCUS test results will help determine the set up of the rest of your portfolio. Additionally, students may opt to select other self-assessment tools and evaluate them for usefulness and validity.
2. *Career Development and Professionalization* (2-3 hours). These activities will include a variety of activities designed and personalized for professional development, depending on identified gaps in skills. These activities could include (but are not limited to) resume design, interviewing strategies, internship location, developing a mentor network, etc.
3. *Actualization* (2-3 hours). These activities are designed to help students realize their interests that reach beyond a career (but may coincide with career interests). Students may chart a path toward personal development, expand on creativity, uncover new interests or take a renewed interest in citizenship and community.

WRITING (20 points): This course requires one written assignment totaling 3-4 pages that asks you to express how you have come to understand the relevance of the course goals in your own life. This assignment is independent of the portfolio and will be handed in at the end of the semester.

SHORT ASSIGNMENTS (15 points): Throughout the course there will be a series of short assignments designed to help you build upon the concepts discussed in class. These assignments are independent of the portfolio and will be due in class.

COMMITMENT TO COURSE GOALS (15 points): Attendance does not generate points for this course, because you are expected to be in class. That being said, engaging with the class in a thoughtful way, participating in class discussions and being prepared each and every day will earn points toward your final grade. In other words, commitment to course goals means more than just showing up.

Schedule of Work (subject to change as needed)

Week 1: January 14 – 18 Introductions and Anxieties

Assignments: take the FOCUS assessment

Readings: see eCampus

Week 2: January 21 – 25 History and Philosophy

Assignments: Analyzing FOCUS results; “Major Goals and SWOT analysis” short assignment

Readings: see eCampus

Week 3: January 28 – February 1 Exploring Liberal Arts and the Greater Self

Assignments: “Wandering Map” short assignment

Readings: see eCampus

Week 4: February 4 – 8 Exploring How Liberal Arts Pays

Assignments: “In Defense of the GEC” short assignment

Readings: see eCampus

Week 5: February 11 – 15 Liberal Arts and the Marketplace

Assignments: developing portfolio

Readings: see eCampus

Week 6: February 18 – 22 Professionalization

Assignments: developing portfolio

Readings: see eCampus

Week 7: February 25 – March 1 This I Know for Sure

Assignments: “This I Know for Sure” personal essay; final portfolio due

Readings: see eCampus