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Office Hours: MWF 12:30 – 1:20

The Eberly Advantage ORIN 293S SPTP: The Eberly Advantage 2:30 – 3:20 MWF

### "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, you will engage with that tradition and consider how it translates into your personal, community, and professional identity following 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 being a liberal arts major; 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*

#### **Texts used/Materials needed**

- 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 pull from 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](mailto: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 Commitment to Course Goals. **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 and *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 MWF 12:30 – 1:20 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.

### **Requirement/Assignments**

**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 lead them from their college experiences 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).** This 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 portfolio activities are designed to help students realize interests that stretch beyond a career (but may coincide with career interests). Students may chart a path toward personal development, expand on creativity, uncover new avenues or take a renewed focus in citizenship and community.

### **WRITING (20 points)**

This course requires one paper at the end of the course designed to allow you to express how you have come to understand the course goals over the course of the semester. This assignment is independent of the portfolio and handed in at the end of the semester. This assignment will be 3 – 4 pages.

### **SHORT ASSIGNMENTS (15 points)**

Throughout the course there will be a series of short assignments designed to help you build upon the concepts of the course. 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. The reason is 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 will earn points in the course. In other words, participation means more than just showing up.

## Schedule of Work

Week 1 January 14 – 18

*Anxieties and Introductions*

Assignments: Major Goals short assignment; Take the FOCUS quiz

Readings: eCampus Anxiety packet

Week 2 January 21 – 25

*History and Philosophy*

Assignments: Analyzing FOCUS results, SWOT analysis

Readings: eCampus History packet

Week 3 January 28 – February 1

*Exploring Liberal Arts and the Greater Self*

Assignments: Wandering Map

Readings: eCampus Exploring the Self packet

Week 4 February 4 – 8

*Exploring How Liberal Arts Pays*

Assignments: "In Defense of the GEC" short assignment

Readings: eCampus Exploring Careers packet

Week 5 February 11 – 15

*Liberal Arts and the Marketplace*

Assignments: developing portfolio

Readings: eCampus Developing a Career readings

Week 6 February 18 – 22

*Professionalization*

Assignments: developing portfolio

Readings: eCampus Developing a Career readings

Week 7 February 25 – March 1

*This I Know for Sure*

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

Readings: none