Course Description

Welcome to Integrative Studies! This learning community is designed to familiarize recent transfer students with the theory and practice of integrative learning as practiced in New Century College (NCC). Both the curriculum and the teaching in the Integrative Studies degree program challenge you not only to learn but also to think deeply about what, why, how and for what purposes you learn.

This learning community will explore how New Century College builds learning not around subjects or disciplines, but around a series of eight competencies that nurture lifelong learning and a fulfilling life, and prepare students for living and working as active global citizens. NCC’s eight competencies are: communication, critical thinking, group collaboration, global understanding, civic engagement, aesthetic awareness, digital literacy, and wellbeing. [http://ncc.gmu.edu/current-students/competencies](http://ncc.gmu.edu/current-students/competencies)

Using active and collaborative learning strategies and reflective practice, we will

• Explore NCC competency areas and experiential learning approach
• Strengthen skills for working collaboratively
• Reflect on and integrate your learning experiences in the past, the present and the future.

Learning Objectives

After you have completed this course, you should be able to:

• Demonstrate an understanding of the rationale for and practice of integrative learning and learning communities.
• Integrate insights and create meaning across texts, theoretical knowledge, and hands-on learning experiences (both within and outside of the classroom).
• Discuss how knowledge of ourselves and our community contributes to enhanced understanding of our ways of learning, knowing, and engaging with our world.
• Reflect on social, cultural and professional inequalities and the ways in which issues of race, class and gender intersect.
• Articulate how your group experience contributes to your understanding of the practice of collaborative scholarship and learning.
**Learning Objectives cont’d.**
- Engage with, participate in, and value the practice of democratic dialogue within a variety of learning situations.
- Reflect on and assess your learning within a competency-based framework.

**Blackboard: Required Readings**
This course will use the Blackboard online course management system to minimize paper use. There are no textbooks for this course; rather, all readings will be posted on blackboard as PDF’s or links to the appropriate URL. You are expected to have read assigned articles before class and to be prepared to discuss the readings in class. **This means you will need to print and bring readings with you to every class.** If you do not have a printer at home, you can print articles on campus at various **Print Centers** using Mason Money or a copy card. **Protip:** It’s cheaper to print double-sided (and more environmentally friendly)

**Assignments (Total 1,000 points)**
You are expected to complete assignments by class time on the day they are due.

- **Participation 125**
  You are expected to be involved in class discussions – to voluntarily respond to questions and to voice your ideas. This means no texting, FB’ing, Tweeting, etc., while in class, unless it’s part of our coursework. Participation for each student will be noted for each session. (25 x 5 points each session)

- **Completion of Blogs 80**
  Prompts will be based on readings and class discussions, but will also ask you to draw from your personal experiences. (4 x 20 points each)

- **Reflective essay: 180**
  Prompts will be based on readings and class discussions. (3 x 60 points each)

  *Rewrite Opportunity: You have the option to rewrite ONE Reflective essay based on my comments, for the possibility of bringing your paper grade up.

- **Advising & Midterm Check-In: 10**
  Regular advising appointments are essential for your academic success. See assignment for details.

- **Self-Authorship Project: 205**
  Learning to live a self-authored life means building your own internal foundation and set of commitments. Detailed directions for this project will be shared in class and on Blackboard. Below is the breakdown of points that are available for this activity.
  - Part A: Paper Draft (35)
  - Part B: Final Paper (140)
  - Part C: Presentation (30)
Group Research Paper:  400
Detailed directions for the group project will be shared in class and on Blackboard. Below is the breakdown of points that are available for this activity.

Part A: Group Contract (30)

Part B: Group Paper Draft (40)

Part C: Presentation & Handout (150)

Part D: Group Evaluation / Individual Contribution (30)

Part E: Group Paper Final (150)

Extra Credit Opportunity:

1. Present your Group Research at the Student Celebration of Learning, April 30, between 9am - noon, in one of two possible formats:
   a. Poster (40) - work with instructor to get group handout printed in poster size
   b. Presentation (60)
   Instructor will inform class of deadline for commitment to RSVP for this opportunity

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>975-1000</td>
<td>(97.5-100%)</td>
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<tr>
<td>A</td>
<td>925-974</td>
<td>(92.5-97%)</td>
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<tr>
<td>A-</td>
<td>895-924</td>
<td>(89.5-92%)</td>
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<tr>
<td>B+</td>
<td>875-894</td>
<td>(87.5-89%)</td>
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<td>B</td>
<td>825-874</td>
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<tr>
<td>B-</td>
<td>795-824</td>
<td>(79.5-82%)</td>
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<tr>
<td>C+</td>
<td>775-794</td>
<td>(77.5-79%)</td>
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<td>C</td>
<td>725-774</td>
<td>(72.5-77%)</td>
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<tr>
<td>C-</td>
<td>695-724</td>
<td>(69.5-72%)</td>
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<td>D</td>
<td>600-694</td>
<td>(60-69%)</td>
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<td>F</td>
<td>below 600</td>
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ACADEMIC POLICIES AND INFORMATION
Attendance: You are expected to be present (both body and mind) at all classes and actively participate in discussion and other activities. This includes not only speaking, but also listening carefully to others’ opinions and experiences with an open mind. You do not need to adopt another’s viewpoint, but you do need to extend to them the courtesy of trying to hear what they have to say. The more you can, through your comments and in-class “writing, show that you have carefully read the assigned material, the higher your participation grade will be. Much of the value you will receive from this course will come from your reactions to course readings and your interactions with your colleagues. Therefore, your attendance and participation is extremely important to the class and your learning process. You are expected to read assigned materials on time, to think about readings critically, and to arrive on time to class and prepared to discuss the day’s topics. More than one absence is considered excessive. Please budget your time accordingly with the readings and assignments. If you miss class please ask another member of the class about what you missed, any assignments, etc.

Technology in class: Unless instructed to do so, please do not use laptops or cellphones in class.

Campus closure due to inclement weather or other issue: Occasionally Mason will close due to inclement weather or building problems. When this occurs, look for an email announcement from the professor with updates on assignment or other requirements. You may be expected to participate in online discussions or other equivalent classroom activities so as not to lose momentum.

Format for assignments: All written assignments must be typed, double spaced, and use 12-point standard font, one-inch margins. All papers should include a title and your name. Accurate spelling, clarity, and correct use of grammar and punctuation are expected and their absence can negatively affect your grade. When citing sources, you also must correctly and consistently use APA citation style. A note on grammar by Weird Al.

Late Work: Assignments will be reduced by a letter grade for each day they are late. Late work may be accepted if a written medical excuse is provided.

Honor Code and Citing Sources: When you enrolled in this course you agreed to abide by the university's Honor Code. The Honor Code does not preclude collaborative work, such as informal discussions and studying in communities. Nor does it preclude assigned group work. The Honor Code does require that the work that a student, as an individual, turns in is ultimately the product of his/her own individual synthesis or integration of ideas, and that the work a group turns in is ultimately the product of the group’s collective ideas. If you are uncertain of the line between collaboration and cheating, you should see me before turning in an assignment.

You must always cite your sources - if you do not, it is plagiarism. Plagiarism means taking someone else’s ideas or words and presenting them as your own without proper attribution of the source. You must correctly and consistently use the APA citation style. This includes copying materials directly from the Internet. If you feel uncertain about any aspect of the Honor Code, you should discuss your concerns with me proactively (i.e., before turning in a piece of work).

NCC Commitment to Diversity: New Century College, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and
value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

Email: In keeping with university policy, I will respond only to your Mason email account. This is a means of protecting your privacy and academic confidentiality.

STUDENT LEARNING RESOURCES

Writing Center: Writing is an important component of this learning community and represents one
facet of effective communication. You may wish to use the Writing Center to assist you with an assignment. Tutors at the Writing Center can help you brainstorm, structure, and revise your written work. The Writing Center is located in Robinson A 114; 703-993-1200; http://writingcenter.gmu.edu.

Another resource to help you with your writing is the NCC Online Writing Guide, which can be found at http://classweb.gmu.edu/nccwg.

**Office of Disability Services:** The staff members of ODS assist students with learning differences or any other conditions that may impact academic performance. ODS is located in SUB I, Rm.2500; 703-993-2474; http://ods.gmu.edu/.

**Counseling Services:** Professional counselors provide individual and group sessions for personal development and assistance with a range of emotional and relational issues. Counseling Services are located in SUB I, Rm.364; 703-993-2380; http://caps.gmu.edu/. In addition, the Learning Services Program (703-993-2999) offers academic skill-building workshops as well as a tutor referral service.

**Star-Multimedia Lab:** The STAR-Multimedia lab is available to help students with technology needs, such as video, multimedia, desktop publishing, and web skills. The STAR Center is located in Johnson Center, Rm.229; 703-993-8990; http://doit.gmu.edu/staffSection.asp?page=multimedia_lab

**Division of Instructional and Technology Support Services (DOIT):** If you have any difficulties with accessing the campus network or on-campus computers, please contact the help desk. DoIT is located in Innovation Hall, Rm.416; 703-993-3178; http://www.doit.gmu.edu.

**Important Semester Dates:** To see the academic calendar for the semester and important dates regarding registration and holidays, please see: http://registrar.gmu.edu/calendars/
Weekly Topics & Readings

[The professor maintains the right to change weekly assignments as necessary, but will make every effort to give at least a week’s notice. Updates will be noted on Blackboard.]

Mon, Jan 19 – No class MLK Day

Wed, Jan 21

**Introductions & Course Overview**

Familiarize yourself w/ Blackboard

- Upload a Profile Pic. For help view this video
- Review Course Info including Syllabus & Weekly Topics & Assignments
  
**Due:** Blog 1 (under Assignments) Introduce Yourself & Strengths

Mon, Jan 26

**Key Concepts in Integrative Studies**

Readings / Assignment Due

- View: Sir Ted Robinson (2006): Schools Kill Creativity
- Geary (2003): "Practicing a Liberal Education"
- View: NCC Competencies
- In-class viewing: Purpose of College Powerpoint
  
**Due:** Blog 2: Integrated Studies vs. Liberal Education

Wed, Jan 28

**Strengths Workshop: Facilitated by Nick Lennon, Director of LEAD**

Readings / Assignment Due

- Bring Strength Assessment results to class.

Mon, Feb 2

**Self-Authorship Project Overview**

Readings / Assignment Due

- Adrienne Rich (1929): "Claiming an Education"
- Conroy (1989): "Think About It"
- View: Dinsmore (2012): “How to find and do work you love”
- Review Self-Authorship Project under Assignments
- Review Reflection Handout (good/bad examples)
Wed, Feb 4

**Global Understanding & Communication**

Readings / Assignment Due
- Martin & Nakayama (2012) Intercultural Communication in Contexts
- "Identity Shift" by Robot Hugs Comic
- In-class viewing: Dominique Chrisstina (2014) "Your Voice is Urgent and Important and Necessary"
- In-class viewing: Guante (2013) "Ten Responses to Man Up"
- In-class viewing: Denise Frohman (2013) "Accents"
- In-class viewing: Alex Dang "What Kind of Asian Are You?"

**Due:** Reflection 1: My Strengths

Mon, Feb 9

**Beyond Diversity Training Part I: Facilitated by Office of Diversity, Inclusion, & Multicultural Education**

Readings / Assignment Due
- Anderson & Hill Collins (2009): "Why Race, Class and Gender Still Matter"

**Due:** Blog 3: Inclusive Perspective

Wed, Feb 11

**Beyond Diversity Training Part II: Facilitated by Office of Diversity, Inclusion, & Multicultural Education**

Readings / Assignment Due
- View: Out my Window Trailer
- View: Out my Window interactive, select at least 3 locations and explore

Mon, Feb 16

**Critical Thinking & Collaborative Learning**

Readings / Assignment Due
- Facione (2006): "Critical Thinking: What it is and why it counts"
- View: Marc Chun (2013): Diving into Deeper Learning (watch up to 15:12)
- Critical Reading Guide

Wed, Feb 18

**Technology, Aesthetics & Presentation Skills**

Readings / Assignment Due
- TEDxWarwick – Doug Belshaw – The Essential Elements of Digital Literacy
- In-class examples of multi-media projects & tech use (Prezi, Powerpoint, Infographics etc)

**Due:** Reflection 2: Beyond Diversity
Mon, Feb 23
**Meet in The HUB (SUB II) Rooms 3 & 4**
Team Building: Facilitated by The EDGE
   Readings / Assignment Due

Wed, Feb 25
**Group Project Overview, Discussing Roles**
   Readings / Assignment Due
   ● Review Group Project handout from beginning of semester or under Assignments
   ● Stringer (2007) "Look: Building the Picture " (65-67, 75-77, 80-82) from *Action Research*
   ● Jones et al. (2013) “Situating the Research” (1-5, 9-11, 24-27) from *Negotiating the Complexities of Qualitative Research in Higher Education*

   **Due:** Reflection 3: My approach to team projects

Mon, Mar 2
**Library Research, Citations, & Group Strengths**
   Readings / Assignment Due
   ● Simon (1998): "The Naked Source"
   ● Crap Detector (critically evaluating resources)
   ● For future reference: Library NCLC research website
   ● Citations Handout w/ examples
   ● Group Strengths Handout
   ● Group Contract Handout - Completed in class

Wed, Mar 4
**Personal Writing Workshop**
   Readings / Assignment Due
   **Due: Bring to Class** DRAFT of Self-Authorship Paper & submit to Blackboard

Mon, Mar 9 – **SPRING BREAK no class**

Wed, Mar 11 – **SPRING BREAK no class**

Mon, Mar 16
**Technology & Presentation Skills**
   Readings / Assignment Due
   ● Review Academic Advising & Midterm Check-In Assignment & Make Appointment
Wed, Mar 18
Free class for Campus Event & Blog 4 (due 4/22)

Mon, Mar 23
Due: Self-Authorship Paper & Presentations
Readings / Assignment Due
- Reminder: Academic Advising & Midterm Check-In Assignment due by this Wed, Nov 12.

Wed, Mar 25
Due: Self-Authorship Presentations continued

Mon, Mar 30
Civic Engagement
SAIL – Social Action and Integrative Learning Center

Wed, Apr 1
Civic Engagement Cont’d.
Readings / Assignment Due
- Owen & Wagner (2010) Forms of Civic Engagement
  o Case Foundation (2008) Social Citizens
    o Read Chapter 3 (page 12 – 14); Chapter 6 - 9 (page 24 - 38); Chapter 11 (page 44 - 48)
- Illich (1968) “To hell with good intentions”
- Vandeusen (2013) “Response: To hell with good intentions”
- Break Away: Active Citizen Continuum

Mon, Apr 6
Experiential Learning: Internships, Study Abroad & other EL options

Wed, Apr 8
Group Meeting Time

Mon, Apr 13
Group Writing Workshop
Readings / Assignment Due
Due: Each Bring to Class DRAFT of Group Project Draft & submit to Blackboard

Wed, Apr 15
Well Being
Readings / Assignment Due
- GMU video: “What is Well Being?”
- Fredrickson video: “The Science of a Meaningful Life”

Mon, Apr 20
Group Meeting Time

Wed, Apr 22
OSCAR
  Readings / Assignment Due
  ● View: Students As Scholars
  ● View In Class: Top Ten Things to Know About OSCAR Powerpoint
    Due: Blog 4: Campus Event
    Due: Advising & Mid-term Check-in Assignment

Mon, Apr 27 Due: Group Presentations & Evaluations

Wed, Apr 29 Group Presentations Continued, Wrap Up & Class Evaluations

Thurs, Apr 30 Student Celebration of Learning (Extra Credit Opportunity)

Wed, May 6 (NO CLASS) Due: Group Project Paper Final