

"What is an Educated Person?"

Syllabus – Spring 2015 - ISEM 301 - Sections 1 and 12

Welcome to "What is an Educated Person?" I'm your instructor, [Rodney Frey](#). You are always welcome in my office. I look forward to visiting with you. You can contact me at: Voice: 885-6268. E-mail: rfrey@uidaho.edu My Home Page: www.webpages.uidaho.edu/~rfrey

Dates, Times, Locations and Event: all on Wednesdays,

March 24, 6:00 p.m. **Clearwater/White Water Room of the Commons**, Keynote Address by Dan Bukvich, Distinguished University Professor and Professor of Percussion/Theory and Director of the Jazz Choir, followed by Q and A;

March 31, 6:00 p.m. **Clearwater/White Water Room of the Commons**, Karen Launchbaugh, Professor of Rangeland Ecology and Director of the Rangeland Center, followed by Q and A;

April 7, 6:00 p.m. **Vandal Ballroom of the Pitman Center (SUB)**, Andy Kersten, Dean of the College of Letters, Arts and Social Sciences, and historian by discipline, followed by Q and A;

April 14, 6:00 p.m. **REN 125** Presentation by Rodney Frey, followed by Q and A;

April 21, 6:00 pm **REN 125** Student-led Discussion;

April 28, 6:00 p.m. **REN 125** Student-led Discussion;

May 5, 6:00 p.m. **REN 125** Student Presentations;

May 12, 6:00 p.m. **REN 125** Student Presentations

To access the Web Syllabus: <http://www.webpages.uidaho.edu/~rfrey/301.htm>

Seminar Description: "What are the skills and competencies you seek to have acquired at the moment you walk across the commencement stage on the day of your graduation . . . skills and competencies needed to civically-engage a democratic society, and a rapidly- changing diverse world, skills and competencies employers desire, or graduate schools necessitate?"

Initiated by a university-wide, keynote address by one of the University of Idaho's [Distinguished Professors](#), this seminar will explore the question, "what is an educated person?" Through the

academic disciplinary lenses of anthropology, business, history, liberal arts and sciences students will consider the varied skills and learning competencies needed on the day they walk across the commencement stage and receive their baccalaureate diploma. Among the questions explored are, what are employers seeking in a graduate? What does a civil democratic society require of its citizenry? What do students themselves desire from their education? These various interwoven questions will be framed within a consideration of the University of Idaho's Learning Outcomes.

Along with ISEM 101 and Senior Experience, the ISEM 301 seminars are part of the Integrated Studies component of the university's General Education. This curriculum seeks to enhance student competencies in integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is defined as the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

A. Seminar Learning Outcomes:

1. **Learn and integrate** – Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
 - a. Emphasis will be placed on using the disciplinary approaches and methods of business/economics, and anthropology/sociology, to collaboratively study and integrate information on the topic.
2. **Think and create** – Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
 - a. This seminar will explore developing academic strategies for addressing the challenges of an educated citizenry and skilled workforce for the 21st Century.
3. **Communicate** – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
 - a. Students will further cultivate their skills in verbal and writing communications, along with skills in library literacy.

4. **Clarify purpose and perspective** – Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.
 - a. In this seminar students will explore their life's purpose head-on, fostering a reflective sense of who each is relative to others and the social and economic realities they are about to engage.
 5. **Practice citizenship** – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.
 - a. Students will gain an appreciation of the critical qualities of respect for diversity in sustainable local and global communities.
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B. Seminar Learning Activates: (graded on a 100 point scale)

1. Engage in and write **reflective responses** for the keynote address and the three faculty presentations (4 one-page essays) – **20 pts.** (**To reflect** is not to summarize, but to seriously contemplate and consider the cultural meanings, assumptions and implications of a presentation, doing so relative to your own values and aspirations). Send your reflections, as an attachment, to rfrey@uidaho.edu, and they are due one week following the presentation.
2. Having read the assigned readings and viewed the streaming lectures, actively engage in weekly discusses, and **lead assigned discussions**, providing guiding questions that stimulate discussion based upon the readings. The seminar will be divided into 3-4 person teams, who will be assigned a reading, from which they will develop questions and lead an active seminar discussion. (graded on participation and guided leadership) – **20 pts.**
3. Based upon library research and linked with your major field of study, research and write an eight (8) page **paper** on the learning competencies and skills you hope to have mastered on the day you graduate, and reflect on how those competencies will best serve you in the professional and civil life you will be entering. In your discussion, you must address how your own personal leaning aspirations are linked to and embedded within the five University of Idaho Learning Outcomes. Your paper should include at least three annotated bibliographic sources relative to your paper's topic. Use proper MLA or APA style formatting. – **35 pts.**
4. Based upon your research paper, provide an eight (8) minute **oral presentation** to your fellow seminar participants – **10 pts.**
5. Your section of ISEM 301 is participating in the General Education Assessment Strategy, and you will be asked to participate in writing a short essay related to the topic of your ISEM 301 seminar. Your participation is critical, contributing to the improvement of General Education curriculum. The essay will not be graded by your ISEM 301 instructor, but kept anonymous and scored by the University of Idaho's General Education Assessment Committee. The essay

question will be emailed directly to you by the Director of General Education approximately two weeks before the end of your ISEM 301 seminar. You will have two weeks to complete the essay, at which time you would email it back to the Director, (rfrey@uidaho.edu), as a .docx attachment. Your instructor would then be informed that you are eligible for the credit. – 15 pts.

C. Readings:

1. **"General Education**: Connecting to Issues of Vital Importance for Students, for Society," Keynote address by Bobby Fong, The Association of American Colleges and Universities' General Education and Assessment: A Sea Change in Student Learning Annual Conference, 28 February 2013. (pp. 18)
2. **"It Takes More Than a Major**: Employer Priorities for College Learning and Student Success (An Online Survey among Employers Conducted On Behalf Of: The Association of American Colleges and Universities) by Hart Research Associates, April 10, 2013. (pp. 14) and **"University of Idaho Learning Outcomes and Employer Priorities"** (<http://www.uidaho.edu/learningoutcomes>)
- "A Crucible Moment**: College Learning and Democracy's Future," by the National Task Force on Civic Learning and Democratic Engagement," Association of American Colleges and Universities, 2012.
 6. Why Education for Democratic Citizenship Matters 1-16, and Conclusion 69
 7. Crucible Moments of Civic Learning: Then and Now 17-24, Trailblazers for Civic Learning: From Periphery to Pervasiveness 41-49, and Conclusion 69
8. **"Liberal Education: Our Students' Best Preparation for Work and Citizenship,**" prepared by the Presidents' Trust, Association of American Colleges and Universities, 2013. (pp. 66 - PowerPoint)

Videos:

3. **Sanford Eigenbrode** (University of Idaho Distinguished Professor 2013 and Professor of Entomology in the College of Agriculture and Life Sciences) keynote address, October 22, 2014. <http://www.uidaho.edu/class/general-education/educated-person>
 4. **Mario Reyes**, Dean, College of Business and Economics, October 29, 2014 <http://www.uidaho.edu/class/general-education/educated-person>
 5. **Ryanne Pilgeram**, recipient of the Hoffman Award in Teaching Excellence, Assistant Professor, Department of Sociology and Anthropology, November 5, 2014 <http://www.uidaho.edu/class/general-education/educated-person>
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University of Idaho's Distinguished Professors: Dale Goble, Mickey Gunter and Robert Wrigley (2014); Sanford Eigenbrode and Larry Forney (2013); Carolyn Hovde Bohach, Holly Wichman and Dan Bukvich (2012); Michael Scott and Jean'ne Shreeve (2011)

University Disability Support Services

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306. Please meet with the staff of the DSS office at the beginning of each semester to set up accommodations for the semester so that you may notify your instructor(s) early in the semester regarding accommodation(s) needed for the course.

- **885-6307** dss@uidaho.edu <http://www.uidaho.edu/studentaffairs/asap/dss>
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University Classroom Learning Civility Clause:

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285)

As part of the civility we seek in this seminar, there will be no use of electric devices during the seminar.