Winthrop University
University College
HMXP 102-023 - The Human Experience: Who Am I? (3)
Spring Semester 2010

Professor: Keith J. Benson, MHA, Ph.D.
504 Thurmond - 323-4834; bensonk@winthrop.edu
http://faculty.winthrop.edu/bensonk/

Class Time: T & Th 9:30-10:45 a.m.
Location: 109 Owen Hall

Office Hours: T&R 8:00-9:15 am, T&R 3:30-4:00 pm, W 8:00 am-11:00 am, W1:00-2:30 pm or by appointment


Prerequisite: C- or better in WRIT 101

Graduation requirement: Must earn a grade of C- or better (and have a C- or better to take CRTW 201).

Course Description: HMXP 102 is designed to encourage academic engagement and intellectual challenge through the oral and written discussion of mature interdisciplinary readings – readings that explore the “self” in five thought-provoking contexts. This is an honors section of HMXP 102. It is distinguished from my non-honors sections of HMXP 102 by higher expectations of student participation and student-led discussions.

Course Goals and Student Goals in the Touchstone Program
HMXP 102 is completed as part of the Touchstone Program, Winthrop University’s distinctive approach to general education. In HMXP 102, students encounter life-changing ideas about identity, engage scholarly texts individually and collectively, and hone thinking through integrative, thesis-focused writing. Thus, HMXP helps students make progress toward several of their goals (italicized) in the Touchstone Program.

Goal One: To communicate clearly and effectively in standard English
Goal Two: To acquire and appreciate quantitative skills
Goal Three: To use critical thinking, problem-solving skills, and a variety of research methods
Goal Four: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles
Goal Five: To understand scientific knowledge in terms of its methods or acquisition, its specific quantitative nature, and its dynamic and contingent character
Goal Six: To understand aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts throughout the history of civilization
Goal Seven: To examine values, attitudes, beliefs, and habits which define the nature and quality of life

Course Objectives: To provide students with a basis for defining, describing, discussing, thinking about, and understanding the “self.” The “self” is explored in regards to The Autonomous Self, The Self and Education, The Self and Community, The Self and Nature, and The Self and Sacred. This course is not about right or wrong, it is about understanding!

This general education course is designed with the specific intent of helping you join the learning community of Winthrop University. More than anything else, we will engage you with questions about who you are, and ask how a learning community can help you define your own identity. Among other things, we’ll be trying to unearth and reflect on various assumptions that guide our activities in a learning community.
“There is nothing more necessary to the full, free, and decent life of a person or of a people or of the human race than to free the mind by passionately and rationally exercising the mind’s power to inquire freely. There can be no more practical education, in my opinion, than one that launches you on the course of fulfilling your human capacities to reason and to imagine freely and that hones your abilities to express the results of your thinking in speech and in writing with logic, clarity, and grace.”


A learning community develops as seek knowledge together through trusting and understanding each other. We will not, nor should not, agree with every comment, however, we must be respectful of each other at all times. It is necessary to agree to disagree with each other at times. Together we will learn about developing and communicating ideas by reading carefully, listening intently, thinking critically, and writing and speaking clearly. You will confront and deal with substantive material that often challenges the attitudes and beliefs with which you come to us. Again, to reiterate, the goal of this course is not to change your beliefs, but to help you understand those beliefs and how to form your own beliefs. In the process, you will apply and develop the critical thinking abilities as the classroom becomes a place where you question, discuss, and argue without being threatened. The search for self is an on-going and never-ending process. It is the ultimate life-long learning experience. (Note: After 25 years of school, I still love to learn new “things.”) We will work together to create a deeper understanding of the major components of the course. (Adapted from Brien Lewis's Fall 2005 Syllabus)

Specific course objectives:
1. Understand and become an engaged learner.
2. Understand the self (yourself in particular) in individual and communal definitions.
3. Students will develop dialogue skills – reading, reflecting, discussing, and writing – for their full participation in a variety of communities, especially the university community.
4. Assess one’s writing and oral communication skills. Take responsibility for self-improvement of one’s writing and oral communication skills.
5. Understand the concept of critical thinking and assess one’s ability to critically think.
6. Students will understand that knowledge is constructed, arising from a variety of perspectives.

**Important Note:** Recent research indicates the critical skills most employers (no matter the major) are looking for in recent college graduates are (in order of importance):
1. Interpersonal skills
2. Communication skills – both oral and written communication
3. Critical thinking skills
4. Ethical behavior skills
5. Team or group skills
6. Computer/Technology skills
7. Major (course content skills)

Therefore, this course is designed to provide students the opportunity to strengthen skills in each of the above areas.

**Student Learning Outcomes in HMXP 102**
The successful HMXP student will
- be an active engaged learner,
- understand the self as both isolated and connected,
- understand that knowledge is constructed,
- see knowledge as connected and related, and
- develop the abilities for reflective participation in a university community.

**Course Structure:** This class will not be a traditional lecture-style class. This class is a journey of discovery with the professor and students both owning and contributing to the discovery process. I view the course as a journey with two doors at the end, one marked success, the other failure. My personal view is that it is the professor’s responsibility to guide and encourage the students to choose success, but allow students the option
to choose failure. One way to think of this journey is that the professor is the travel guide, the student is responsible for the final destination (outcome).

**Teaching Philosophy** – My teaching philosophy is straightforward:

1. Students learn best by doing and are responsible for their learning;
2. The classroom is a dynamic learning environment involving both the professor and student;
3. Managers get paid to think and not to follow directions;
4. Management is not an exact science; student **MUST** learn how to handle ambiguity;
5. I am an ESTJ according to the MBTI and my teaching style reflects this indicator;
6. I subscribe to the “guide on the side” and NOT the “sage on the stage” mentality.

These quotes epitomize my teaching philosophy and expectations of students:

“*I do not know anyone who has gotten to the top without hard work. That is the recipe. It will not always get you to the top, but it should get you pretty near* – Margaret Thatcher.”

“*Don’t lower your expectations to meet your performance. Raise your level of performance to meet your expectations. Expect the best of yourself, and then do what is necessary to make it a reality* – Ralph Marston.”

“*Education is not knowing all the answers but how to find them.*” Anonymous

“*No one ever learned to swim by reading a book*” James Hunter

Remember – you earn your grade, the professor does not give you a grade. Your final grade is a reflection of your effort, quality of output, skill development, and attitude. “*Remember the only place success comes before work is in the dictionary*” – Vidal Sassoon

**Professor Responsibilities:**

1. Be knowledgeable about the subject;
2. Be prepared for class;
3. Set the bar high and lead by example;
4. Respect students;
5. Be fair;
6. Treat students as co-owners of the class (not just customers);
7. Provide both positive and negative feedback;
8. Return graded material in a timely manner;
9. Integrate experiential exercises into course material;
10. Create a climate that encourages the students desire to learn.

**Student Responsibilities:** Satisfactory performance in this class requires that you (Adapted from Dr. Robert Myrtle, Professor, University of Southern California):

1. Engage yourself as an active learner;
2. Come to class – on time;
3. Read all materials assigned for each class prior to the class meeting dates listed on the syllabus;
4. Actively and effectively participate in the class discussions, activities, and assignments;
5. Complete assignments in the required timelines;
6. Successfully participate as a team member;
7. Make written and oral presentations;
8. Follow proper citation guidelines – give credit due where credit is due;
9. Adopt the Engaged Learner mindset.
10. Ask questions.

**Classroom Structure:** The professor considers the classroom to be a “safe zone.” This means that regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age and ability you will be treated and respected as a human being. Additionally, diversity of thoughts are
appreciated and encouraged provided one can “agree to disagree.” It is the professor's expectation that **ALL** students consider the classroom a “safe zone.” It is acceptable to disagree with the idea, it is not acceptable to convey a personal attack.

**Classroom policies:** The course will be a mix of the Socratic method of student engagement, oral presentations, debates, and other forms of presentation. There is a major emphasis on written work both in and out of class. Class participation will be a significant portion of the grading system. It is therefore imperative that you attend class regularly and, if you miss class, obtain notes and handouts from other students.

This class discusses diverse ideas and some controversial issues. The key behavior expectation is respect and that no one should interfere with the learning process of themselves or others.

**Assignments** - All “professional papers” must be word-processor (computer) products. Handwritten papers will not be accepted. If a paper is late (not turned in at the start of class) there is a 50% reduction of the grade. If a paper is more than a day late without a valid excuse the grade is zero (0). **All make-up assignments will be given only if arrangements are made prior to original assignment date or at the discretion of the professor.** Completion of all assignments is critical for earning a successful grade. All students are required to complete drafts and submit them in the prescribed deadlines. If a student fails to meet a draft deadline the final paper will not be accepted. Please use page numbers on all professional papers. We will be doing in-class and peer editing. This is why drafts are critical. Furthermore, I will be glad to review any outlines or drafts of student papers/presentations. The only caveat I place on draft reviews is that I will not review a paper if it is within 24 hours of the paper due date.

Rewrites of papers for higher grades are not allowed. However, total or partial rewrites of a paper for self-improvement is encouraged.

All papers submitted will be reviewed using the [www.turnitin.com](http://www.turnitin.com) system. You may submit the paper via turnitin.com if you wish. A training session on Turnitin will be held early in the semester. If any part of a paper is plagiarized (see the English department's statement on the correct use of borrowed information: [www.winthrop.edu/english/plagiarism.htm](http://www.winthrop.edu/english/plagiarism.htm)), the paper will receive at best a grade of F and at worst a 0. Second offenses or extremely serious cases of plagiarism will result in a failing grade for the course and other possible sanctions as outlined in University policies.

**Turnitin** - To help students from plagiarizing, all written papers must be used via the Turnitin system. Listed below are the requirements for Turnitin.

1. If you have not previously used Turnitin, you must first register as new user. Go to the Turnitin Home Page, click on "Create A User Profile". (If you have used Turnitin before, you, enter your E-mail address and password, then click on the “Log In” button)
2. You may now join the classes specified by your professors by clicking on “join new class” (You will need to know the class code, the name of the class, and the password for each class.)
3. You must join each class for each Professor before you can submit papers to those classes.
4. Each student in the class should register separately and submit papers independently.
5. Turnitin accepts the last submission to each session. If you submit multiple drafts during a given login session, it will accept only the last paper submitted.
6. You cannot submit a paper to a class if the Professor has not created an assignment in Turnitin.

**Time Requirements:** This course requires an extensive but not excessive amount of reading. There are writing and oral assignments. Students need to plan on spending between 6 to 8 hours per week (each week of the semester) working on this course. It is my expectation that students spend at least two hours per week reading, two hours per week writing, and two hours thinking, preparing for oral presentations and working on course assignments. If the time demands of the course exceed ten hours per week please see me.

**Attendance** - Winthrop University's policy is that students attend at least 75% of the classes. This policy stipulates that if a student misses more than 25% of the classes [7 classes] it is the instructor's prerogative to “drop” the student from the class. Furthermore, two late classes equal one missed class. A late class is when a student comes in after roll is taken. Attendance is critical for successful completion of this class. If you are
going to miss class, please let me know. Missing more than two classes will affect your participation grade and make your task more difficult. Contemplate the following example: You have a job and do not bother to show up for work for three days. What would happen? In most situations, you would be fired or at a minimum disciplined. Consider this class to be your job! The professor recognizes that students have additional commitments besides their academic commitments. Therefore, students can have up to two (2) “vacation days” excluding required attendance days (marked with an * in the syllabus) assignment or a day when the student is required to make a presentation. I do not give extra credit. I do reward good behavior. Therefore, students who attend every class will have two (2) points added to their final grade.

Withdrawal from a course must be within the first 60% of the instructional days of the course. (The last day to withdraw from a course for Spring 2010 is March 10.) An automatic N is issued. After this date, students may not withdraw from a class without documented extenuating circumstances.

Academic Integrity (From the 2009-2010 Winthrop University Student Handbook)

A fundamental tenet of all institutions of higher learning is academic honesty. Academic work must depend upon respect for and acknowledgement of the research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting.

Academic misconduct in any form cannot be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgement; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one's academic evaluation by means other than academic achievement or merit.

One who knowingly cooperates with another in an act of academic misconduct is an accessory to that academic misconduct. Thus a student who writes a paper or does an assignment for another student is an accomplice and will be held accountable just as severely as the other. Any student who knowingly permits another to copy from his or her own paper, examination or project shall be held as accountable as the student who submits the copied material.

In other words - don't cheat: it isn't worth consequences. Penalties for cheating can range from a zero on the assignment to failure of the course. Additionally, students that cheat will be referred to the Dean of Students for appropriate disciplinary actions.

Students with Disabilities - Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your Professor Notification Form, please tell me so that I am aware of your accommodations well before the first test/paper/assignment.

Professional Development - A critical part of the student development process is the internalization of professionalism. That is why it is worth 22% of your grade. Examples of professionalism are arriving to class on time, not watching the clock, participating in classroom exercises, quality and thoughtfulness of comments, competition of assignments and valuing and respecting your peers. Essentially it is a measure of the value you add to the class. Remember - in today's competitive job market, prospective employers are looking for reasons NOT to hire and not for reasons to hire. The grade for this portion of the class will be based on multiple qualitative/quantitative determinations made by the professor, self evaluation, and peer evaluation. More information on evaluation specifics will be forthcoming. All students start the semester with a professional development grade of 75. A student's effort and outcomes will add or subtract from this starting point.

Professionalism - Because the classroom is considered a professional environment, students are not allowed to wear caps, hats, or do rags while class is in session. Religious head gear worn everyday is permissible in the classroom.
Note: In consideration of other students please turn off all cellular phones and pagers when class starts. If you have an emergency situation, please notify me and I will hold your cellular phone for you. Please do not get up and leave the classroom to answer a call. If your cell phone or pager goes off in class, or you leave class to answer a call and you have not notified me of a pending emergency, it is an automatic two (2) point deduction from your final grade. If I catch you texting in class it is an automatic four (4) point deduction of your final grade.

Email Etiquette – over the past few semesters I have noticed a severe decline in email etiquette. Here is a helpful link to understand proper email etiquette http://owl.english.purdue.edu/owl/resource/636/01/. When you email me please include a salutation, a signature, and a subject. I average about 100 emails per day and do not respond to emails without a signature.

Security: The door to the classroom is locked at the start of class. A recent change to Winthrop University classroom policy requires me to leave my cell phone on vibrate in case of an alert message. If my phone rings (not vibrate) it is a two (2) point bonus to your final grade.

H1N1 (Swine) Influenza Update: The possibility of the H1N1 influenza virus infecting a significant portion of the Winthrop community this semester is higher than previous years. Therefore, use judgment if you have H1N1 symptoms. If you are going to miss class please send me an email (bensonk@winthrop.edu) or leave me a voicemail at 803-323-4834, prior to the missed class. Do not use the potential for H1N1 influenza as an excuse for skipping class.

The best way to protect yourself from H1N1 is to wash your hands frequently using the proper protocol. For more information please see http://www2.winthrop.edu/hcs/healthservices-H1N1InfluenzaUpdate.htm

Because of the potential of H1N1 transmission via paper all classroom assignments will be turned in electronically after the first day. You may bring laptops to class and use them during class for classroom material.

Grading Policy
The follow grading criteria are used: An A is extraordinary work that significantly exceeds the requirements of the assignment. A B is above-average work and exceeds the requirements of the assignment. A C is average work that meets the requirements of the assignment A D is below average work that shows some promise but does not fully meet the requirements of the assignment. An F is substantially below average or inadequate work that fails to meet the requirements of the assignment (Adapted from the English Department at Winthrop University).

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Grading Scale:</th>
<th>A=92-100; A-=90-91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development 22%</td>
<td>B+=88-89</td>
<td></td>
</tr>
<tr>
<td>(Facebook- 5%) Oral class contribution (7%)</td>
<td>B=81-87, B-=80</td>
<td></td>
</tr>
<tr>
<td>Journal Project 18%</td>
<td>C+=78-79</td>
<td></td>
</tr>
<tr>
<td>(includes a 4 to 5 page analysis)</td>
<td>C=71-77; C-=70</td>
<td></td>
</tr>
<tr>
<td>Paper 1 (4-5 pages) 10%</td>
<td>D=60-69; F=&lt;60</td>
<td></td>
</tr>
<tr>
<td>Paper 2 (4-5 pages) 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 3 (5-6 pages) 17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar Leader 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Oral Presentation 8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember - The only dumb question is the unasked question!

Class Schedule – May change with notification

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Reading # &amp; Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 1/12</td>
<td>Introduction/Expectations</td>
<td>KJB</td>
</tr>
<tr>
<td>Thurs 1/14</td>
<td>Logical Fallacies G - 39-42 * Dualistic versus Multiplistic Thinking</td>
<td>KJB</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Instructor</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Tues 1/19</td>
<td>The Allegory of the Cave * Plato</td>
<td>KJB</td>
</tr>
<tr>
<td>Thurs 1/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 1/26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 1/28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 2/2</td>
<td>Dr. Randy Pausch Lecture</td>
<td>KJB</td>
</tr>
<tr>
<td>Thurs 2/4</td>
<td>Outline of Paper 1 Due</td>
<td></td>
</tr>
<tr>
<td>Tues 2/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 2/11</td>
<td>Paper 1 – Due</td>
<td></td>
</tr>
<tr>
<td>Tues 2/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 2/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 2/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 2/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 3/2</td>
<td>Paper 2 Due</td>
<td></td>
</tr>
<tr>
<td>Thurs 3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 3/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 3/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/15 - 3/19</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Tues 3/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 3/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 3/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 4/1</td>
<td>In-Class Exercise</td>
<td>KJB</td>
</tr>
<tr>
<td>Tues 4/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 4/8</td>
<td>Journal Project &amp; Paper Due</td>
<td>KJB</td>
</tr>
<tr>
<td>Tues 4/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 4/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues 4/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 4/22</td>
<td>Paper 3 Due</td>
<td></td>
</tr>
<tr>
<td>Wed Apr 28</td>
<td>Cumulative Oral Presentation</td>
<td></td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Syllabus change policy:** The tentative course calendar is a working document that may change with the needs of the students or the impact of external factors. The rest of the syllabus and particularly the grading policy will not change.

**Journal Project**
The goal of the journal project is to allow students to explore course material and their academic development, and then express their significant thoughts via writing. Be creative and have fun doing your journal project. The journal project has three components/sections.

**Part 1:** First component, create a journal where you delve into various topics from various mediums. The requirement is to write about selected topics at least 20 minutes per day for three (3) days per week for ten weeks. On the class website I will post a list of journal topics. You will have some choice concerning what you write about in your journal. Use the journal as a tool to problem-solve, explore, dialogue or even just to vent. Journal entries can relate to professional and personal life. The journal can be paper, computer-based, or a blog.

**Part 2:** Institutions of higher education are often criticized for not teaching content material that has little value to later life. My goal is to make all aspects of this course relevant to later life. Therefore, the second component is a balanced life section that contains your stress management journal. Students are expected to engage in some type of stress-reducing activity, two (2) times a week (at a minimum of twenty minutes per day). You need to set goals and then record your activities. Keep a log of your feelings and attitudes as you actively manage your stress and lead a balanced life.
For more information on stress management please see the following links:  
http://www2.winthrop.edu/hcs/wellness_services-home.htm  
http://www.medicinenet.com/stress_management_techniques/article.htm

**Part 3:** The third component is the analysis or critical thinking section. **This section is done after the completion of all journal entries.** This is accomplished by the completion of the following two-part analysis.

Part 1 – Summarize and analyze the content from the first section of the journal (what are the entries about, or the topic of the entries) for common themes. Part 2 - Discuss what you learned by thinking, writing, and reviewing the journal. Discuss your opinion, including both positive and negative thoughts. It is important to relate part of your analysis to the readings/lectures in the course.

The journal project includes 4-5 page paper (third component) on your analysis of the two journals.

There are no guidelines concerning the length of the journal entries. My philosophy is that quality is more important than quantity. I will grade your journal using the following criteria: depth of analysis - 40%, quality (honesty) of analysis - 50% [these two components make up mental sweat!], and the logic of your discussion - 10%.

**Seminar Leader:** Students and student teams will lead a discussion/presentation on the assigned readings or topics. Part of the assignment is to leading an informative and stimulating class discussion on the reading or topic. Another part of the assignment is the development of experiential exercise relating to the reading assignment. More details will be provided early in the semester.

**Cumulative Oral Presentation** – During the final exam period, each student will give a 5-7 minute presentation on their progression into the learning community. Details on the specific topics of the presentation will be given out the week after spring break.

**Facebook**

We will use Facebook throughout the semester. This class has its own Facebook group, HMXP102Spring2010 Please join the group by Jan 15th, 2010. I will not become “Facebook friends“ with current students.