

WISCONSIN LUTHERAN COLLEGE

8800 West Bluemound Road
Milwaukee, WI 53226

Spring 2020

LAS 101- Liberal Arts Seminar

COURSE INSTRUCTOR AND MEETING TIMES

Instructor: Kerry K. Kuehn, Ph.D., Professor of Physics, Office S133, kerry.kuehn[at]wlc.edu, (414) 443-8850.

Course website: www.kerrykkuehn.com/teaching/LAS101

Required Course Text: Leopold, Aldo. *A Sand County Almanac: with Essays on Conservation from Round River*. New York: Ballentine Books, 1990. ISBN 0-345-34505-3

Course section meeting: Monday from 11:30 - 12:20, Generac S032

My office hours: MWRF 8-10:50 and MWF 1:30 - 3:20, S132/133

COURSE DESCRIPTION

The course is designed to introduce students to the liberal arts, the ELOs of the General Education (GE) curriculum, and the general education assessment process via various modes of instruction. The course aims to engage students with the liberal arts and the ELOs via a common theme/thread, such as the Campus Read. Students and instructor will meet weekly for 50 minutes. 1 credit.

MISSION OF WISCONSIN LUTHERAN COLLEGE

Wisconsin Lutheran College, affiliated with the Wisconsin Evangelical Lutheran Synod, is a Lutheran liberal arts college for Christian men and women. The college is committed to providing quality teaching, scholarship, and service that are rooted in Holy Scripture; promoting the spiritual growth of students, faculty, and staff; and preparing students for lives of Christian leadership.

COURSE OBJECTIVES

This course will introduce students to a liberal arts curriculum in a confessional Lutheran context and prepare students for engagement across the curriculum.

Student will:

- Develop Critical Thinking, Creative Thinking, Effective Communication, Ethical Reasoning, Inquiry and Analysis, and Intercultural Knowledge and Competency skills (discussions, SW 1 and 2, Mini Portfolio Synthesis, AG1, AG2, AG3)
- Apply academic knowledge to real-world circumstances by engaging in a community volunteer project that reflects the Servant Leadership goal of the WLC mission (Community Engagement Project, AG3)

- Learn how to use the portfolio collection platform and the General Education Curriculum (Mini-portfolio, AG2, AG3)
- Explore different ways of knowing and apply them to their personal and professional vocational goals (discussions, Mini Portfolio Synthesis, Community Engagement Project, AG1, AG2, AG3)

*AG 1, 2, and 3 refer to WLC's Academic Goals, which state that students will:

AG1: Articulate a world-view based on Holy Scripture, as interpreted by the Lutheran Confessions.

AG2: Think critically, clearly, and accurately in the pursuit of Truth.

AG3: Express themselves with grace and precision in a variety of contexts

For a more detailed description see page 7.

INSTRUCTIONAL METHODS

A variety of instructional methods will be employed including lecture, discussions, student presentations, student writing, and audio-visual aids.

ASSIGNED TEXT

A Sand County Almanac by Aldo Leopold.

*See MyWLC for information on the required edition. *All students should purchase the same edition to facilitate discussion and reading assignments. There are several versions of A Sand County Almanac as it is a collection of essays rather than a traditional monograph.*

DISTRIBUTION OF POINTS

- Reading and discussing (6 scheduled discussions) the currently approved Campus Read (20%)
- Attendance and participation (10%)
 - This category includes attending at least one co-curricular campus event related to ASCA. (30% of your attendance and participation grade)
- *Short Writes*: 2- 2 pg. argument essays (10% **each**)
- Community Engagement Project (25%)*
- Mini portfolio with synthesis (25%)*

Total: 100 points

*Asterisked assessments are multi-phased (scaffolded) and must be completed to pass the course.

These serve as the General Education Curriculum artifacts for the course and should be uploaded to TaskStream at the end of the semester.

GRADING SCALE

A 100-95; AB 94-90; B 89-85; BC 84-80; C 79-75; CD 74-70; D 69-65; F Below 65

DESCRIPTION OF ASSIGNMENTS

Reading and discussion of the Campus Read (20 pts): All students are expected to complete the campus read by week 5. Beginning that week, there will be a series of in-class discussions that engage the various elements of the liberal arts curriculum, professional and vocational development, and the ELOs with the campus read. Students are expected to come to class having prepared to discuss according to the prompts listed in the course schedule. Grading for discussion will be based on the following components:

- Evidence of preparation: Are you able to make clear and accurate references to the text, providing page numbers and using language that indicates understanding of the concepts under discussion?
- Regular participation: Is it clear that you are actively engaged in the discussion both as a contributor and listener? Did you provide new and insightful comments or questions in at least 4 of the 6 discussions?
- Quality of contributions: Are your comments adding to the discussion rather than repeating previously presented information? Are your questions relevant to the conversation?
- Tone of contributions: Are your comments and questions, regardless of whether they are or are not in agreement with other contributions, offered respectfully and thoughtfully? Do your comments and questions serve to further the conversation, even if they are in disagreement with previous comments?

Attendance and Participation (10 pts): All students should plan to attend class regularly. Since the class meets just once a week, it is important that students be present as often as possible. There are several dates on which brief readings are assigned. These should be prepared *before class*. Participation on these days will be assessed according to the quality of their contributions to discussion, etc. on the basis of those readings. Excused absences will be granted only under the following circumstances:

- Advance notice is given to the instructor, and arrangements are made for make-up assignments.
- The request is in alignment with the Student Handbook guidelines for excused absences.
- Explicit arrangements are made in consultation with necessary persons (including deans and academic advisors) and only in extreme circumstances.

As noted above, 30% of this category is allocated to attendance at one or more co-curricular campus events related to the campus read, *A Sand County Almanac*. The professor will determine the method for demonstrating proof of attendance.

Short Writes: At two points during the semester (weeks 3 and 12), students will be asked to complete brief essays on the relationships among the key elements of the course. These essays should be written professionally, with care given to ensuring that they are well edited, proofread, and in a tone appropriate to an academic context. Below are the basic expectations for form.

- 12-point Times New Roman font with standard margins, double spaced
- No extra spaces between paragraphs
- Avoid colloquial and slang language
- Reference all cited sources clearly and consistently

Short Write 1, 2-page essay (10 pts): Explain how WLC’s mission, academic goals, and the liberal arts curriculum inform your thinking about the campus read and its real-world applications.

Short Write 2 2-pg essay (10 pts): How can you apply the liberal arts curriculum to your interpretation of the campus read? Expand your application by demonstrating how the full liberal arts curriculum enriches your academic, professional, and personal vocations.

Community engagement project: Each student will participate in a community-driven volunteer project.* The project should be interconnected with a prominent theme in the campus read, identified and explained by the student, and will culminate in a 3-page synthesis due week 14. The project will require two phases, each of which must be completed before the next step may be submitted. Please follow the schedule as identified on the course schedule. *The project must be completed in full to pass this course.* Points will be allocated as follows:

Community Engagement Project Phase 1 (10 pts): name of organization and title of person(s) contacted, proof of registration for a volunteer project, and brief report (one page or less) on the following: a. why you chose the project; b. why the project is a good fit for the theme of the Campus Read; c. how it connects to the liberal arts and Christian vocation.

Community Engagement Project Phase 2 (15 pts): community engagement synthesis, 3 pgs. There should be three sections to this project. First, describe your experience with the community engagement project. Second, self-assess how the project developed your understanding of the liberal arts, the campus read, and Christian vocation. Finally, provide an analysis of the value of the project for you personally and as a part of the General Education curriculum at WLC.

The synthesis should be written professionally, with care given to ensuring that it is well edited, proofread, and in a tone appropriate to an academic context. Below are the basic expectations for form.

- 12-point Times New Roman font with standard margins, double spaced
- No extra spaces between paragraphs
- Avoid colloquial and slang language
- Reference all cited sources clearly and consistently

*Note: Students’ choice of volunteer organization is not a reflection of WLC’s affiliation with the organization, its mission, or its social goals.

Mini portfolio: LAS 101 is intended to prepare students to engage with the liberal arts and to teach students how to successfully navigate the General Education curriculum. A major component of the curriculum is a digital portfolio that all students are expected to keep throughout their tenure at WLC. To facilitate this process, all students will begin the portfolio in a mini-project in LAS 101. As with the Community service project, this assignment will be completed in several phases. Please follow the schedule as identified on the course schedule. *The project must be completed to pass this course.* Points will be allocated as follows:

Mini portfolio artifact summaries- part 1 (10 pts): Begin creating portfolio with artifact summaries. Bring computers on the date noted in the course schedule and have digital copies of artifacts from the GE courses completed the fall semester available for uploading to the portfolio. The instructor will reserve the laptop cart for those who need it.

Mini portfolio synthesis- part 2 (15 pts): Finalize the mini-portfolio and create a 2 pg. synthesis that explains how the liberal arts, the ELOs, courses in the GE curriculum, and your Community Engagement Project intersect. How do you foresee the GE Curriculum supporting your vocational roles and prepare you for the remainder of your collegiate experience?

The synthesis should be written professionally, with care given to ensuring that it is well edited, proofread, and in a tone appropriate to an academic context. Below are the basic expectations for form.

- 12-point Times New Roman font with standard margins, double spaced
- No extra spaces between paragraphs
- Avoid colloquial and slang language
- Reference all cited sources clearly and consistently

General Course Policies:

1. **Respect.** We all can and will make important contributions to class discussion, lecture, and other class activities. Though our contributions may be varied, all are significant and should be treated as such. Please be respectful of classmates and the instructor in all communication both in and out of the classroom. I will also respect your opinions and contributions. It is my goal to make this classroom a place where free exchange and analysis of ideas occurs.
2. **Preparedness.** Students are expected to arrive prepared for learning and to remain actively engaged in the dynamics of the classroom at all times. Therefore, students should prepare for class by completing any necessary readings on time and arrive to class with the necessary materials for full and active engagement. Students should be prepared to participate regularly.

3. **Electronic Devices.** Students may not use electronic devices in class except by instructor permission. These devices include but are not limited to cell phones, cameras, MP3 and other music players, tablets, and laptop computers. The only exception to this rule is the use of tablets or laptop computers in the classroom when announced by the instructor for in-class research. Student may not record lectures, etc., without instructor permission.
4. **Attendance.** The college expects students to attend all class sessions. Early departures and late returns at vacation times are not to be requested. College policy permits each instructor to establish the specific details of class attendance for each particular class. Students involved in athletics or other off-campus activities sponsored by the college are required to make arrangements in advance with the instructor for each class missed. (*Catalog Excerpt*)
5. **Missed Class.** It is the responsibility of students to follow up with the instructor and/or fellow students regarding work and information missed during an absence. Students who miss exams, quizzes, or other in-class work due to an absence will have no guarantee that they may make-up the missed work. In general, unless the student makes express arrangements with the instructor, make up work will not be allowed. Students may miss up to 2 class periods with no academic penalty. After two absences, for any reason except those granted special exemption by College administration, students will be subject to a reduction in points according to the **Discussion/Participation** section of the course syllabus.
6. **Academic Integrity.** All students are required to follow acceptable standards of academic integrity. Cheating and plagiarism will not be tolerated. Evidence of cheating in any form will result in an automatic failure on the assignment and may result in further action. Utilizing any electronic device or any other unauthorized materials during a quiz or test (unless given specific permission by the instructor) will be assumed to be cheating and will be dealt with in a manner consistent with that assumption.

Catalog: Violation of the Code of Ethics

The following are considered violations of the academic ethics code:

1. Plagiarizing
2. Possessing, obtaining, or sharing unauthorized information prior to, or during, an examination
3. Resubmitting work for more than one course without the instructor's approval
4. All deceitful or dishonest activity

Penalties for violation of the ethics code will include a minimum of failure on the academic project involved and a written reprimand. Copies of the reprimand will be given to the student's advisor and the academic dean. Extra course work, reduction of the course grade,

failure of the course, and expulsion from the college are potential penalties for code violation.

7. **Copyright Policy.** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the College encourages you to visit its copyright webpage:
<http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the website.
8. **Students with Disabilities.** In compliance with the Wisconsin Lutheran College policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations should be made as soon as possible so that necessary arrangements can be put into place.

Students with documented disabilities are encouraged to contact the Office of Student Support regarding services including reasonable accommodations. In addition to documented disabilities, students facing temporary disabilities such as a surgery or personal/situational crisis are encouraged to contact Karen Sitz, Director of Student Support, at 414.443.8797 for assistance.

9. **Student Health, Safety, and Well Being.** Wisconsin Lutheran College is devoted to the personal welfare of each student by creating and nurturing a Christian community in which all members can grow intellectually, socially, emotionally, and spiritually.

Students' experiences at Wisconsin Lutheran College can be among the most enjoyable and rewarding of their lives. And, we know that college life also comes with challenges. It is natural and acceptable for people to want to talk with someone about personal and/or other challenges, including but not limited to the following: relationship difficulties, stress, anxiety, depression, eating concerns, or self-esteem issues.

And, WLC is blessed to have many people working to help take care of you. Regarding matters such as the ones noted above, the following individuals are available to help you – it's what they love to do – and please know you are encouraged to reach out and connect with one or more of them whenever you need to and, moreover, to learn about other resources that were created with you in mind:

- Jackie Kacmarynski, Director of Health Services: Jackie.kacmarynski@wlc.edu or 414.443.8549
- Pastor Greg Lyon: gregory.lyon@wlc.edu or 414.443.8551 and/or Pastor Wayne Shevey: wayne.shevey@wlc.edu or 414.443.8723
- Karen Sitz, Director of Student Services: karen.sitz@wlc.edu or 414.443.8797
- Your respective RA and/or RC
- Public Safety: 414.443.8500

10. **The Academic Goals of Wisconsin Lutheran College** The faculty of Wisconsin Lutheran College believes that a Christian undergraduate education based on scholarly activity, engagement with the liberal arts, and practical application of knowledge enlarges students' perspectives and prepares them for the various vocations in which God places them. Consequently, graduates of Wisconsin Lutheran College will:

AG1: Articulate a world-view based on Holy Scripture, as interpreted by the Lutheran Confessions. Students at a Christian institution of higher learning have the unique opportunity of learning to view the wonder and order of the universe as part of God's creation. This coherent perspective of the world is based on an understanding of the biblical narrative, systems of doctrine, church history, and Christian vocation through the hermeneutical lens of the Lutheran Confessions. Students are thus enabled to comprehend synoptically the diversity of information to which they are exposed, as they effectively and faithfully carry out their roles in the church and society.

AG2: Think critically, clearly, and accurately in the pursuit of Truth. Because students are exposed to a wide variety of social institutions, historical perspectives, manifestations of culture, and systems of belief, as well as the means by which people express themselves in these contexts, a comprehensive Christian education equips students to evaluate wisely and discriminate among the varied perspectives they encounter. The breadth and depth of knowledge they have gained in a variety of disciplines allows students to inquire with discernment and to reason validly. Moreover, the empirical skills they acquire allow them to engage with the structure, forces, and systems of God's creation and relate scientific concepts to the phenomena of the physical universe.

AG3: Express themselves with grace and precision in a variety of contexts. A comprehensive Christian education fosters students' ability to listen, speak, and write respectfully, critically, and effectively. It also nurtures their ability to reason and express observed relationships in numeric, symbolic, and graphic forms, while at the same time integrating appropriate technologies into their studies. In order to communicate with integrity from a global perspective, students will develop a facility with the elements, structure, and cultural context of a foreign language. Finally, their exposure to the arts and

humanities stimulates students' willingness to depict ideas and emotions creatively in verbal, visual, and musical forms.

Course Schedule

Week 1 (Jan 20 – 24) **Mission and Academic Goals**

- Introduction to the Mission of WLC, the Academic Goals, and the purpose of the General Education Curriculum
- Introduction to the GE matrix
- Begin reading the Campus Read. **To be completed by week 5.**

*Advising Notes: Friday, week 1 is the last day to ADD A COURSE; Your COL 101 instructor remains your academic advisor. It is recommended that you remain in regular contact with him/her throughout the semester.

Week 2 (Jan 27 – 31) **Introduction to the Liberal Arts**

Short write 1 assigned Prompt: Explain how WLC's mission, academic goals, and the liberal arts curriculum might inform your thinking about how to approach the campus read and its real-world applications.

Assigned reading due before class: Sister Miriam Joseph, "Chapter 1: The Liberal Arts" in *The Trivium: The Liberal arts of Logic, Grammar, and Rhetoric, Understanding the Nature and Function of Language*, edited by Marguerite McGlinn (Philadelphia: Paul Dry Publishing, 2002), 3-11.

- Introduction to the traditional liberal arts curriculum and the ELOs
 - Introduce the strategy of using the campus read to illustrate the practice of the liberal arts
 - How does reading a single book through the lenses of several disciplines shape your understanding of the text? What does it reveal about the interconnectedness of disciplines? About the differences between them?

*Advising Notes: Friday, week 2 is the last day to DROP A COURSE

Week 3 (Feb. 3 – 7) **Vocation and Professional Development**

Short Write 1 DUE

- Introduction to the vocational and professional development dimension of the matrix
 - How is the GE curriculum designed to create a holistic learning experience for students?
 - What is vocation and how do you see it expressed in the campus read? What are your vocations?

Week 4 (Feb 10 – 14) **Trivium**

- Introduction the *trivium*.
 - Identify the breadth requirements that fit into the *trivium* and explain their place in the liberal arts.
 - What is the meaning and purpose of the traditional program?
 - How does it translate to modern college student and graduates?
 - How do the major and minor ELOs intersect with the liberal arts categories?

Due Week Complete reading the Campus Read *A Sand County Almanac* by Aldo Leopold

Week 5 (Feb. 17 – 21) **Logic**

Assigned reading due before class: Ryan S. Topping, “*Logos: Rational Speech*” in *The Elements of Rhetoric: How to Write and Speak Clearly & Persuasively* (Kettering, OH: Angelico Press, 2016), 9-18.

Complete the Campus Read

- Introduction to logic and intersections on the matrix
 - How does the history of logic in the western tradition (or another tradition if appropriate) apply to the campus read?
 - How do the breadth categories associated with logic shape modes of thinking?
 - At WLC, logic is closely aligned with Lutheran Theology, in what ways in which the two are connected?

Campus Read **discussion #1:** How can philosophy, faith, ethics, and culture inform one’s response to problems addressed by the campus read?

Week 6 (Feb. 24 - 28) **Grammar**

Community Engagement Project Phase 1 assigned: name of organization and title of person(s) contacted, proof of registration for a volunteer project, and brief report on the following: a. why you chose the project; b. why the project is a good fit for the theme of the Campus Read; c. how it connects to the liberal arts and Christian vocation. **Due week 8**

- Introduction to grammar and intersections on the matrix
 - What is the importance of grammar as a tool to convey meaning and value? How does English (and maybe another language or two) reveal how grammatical structure can dramatically re-shape sentences and meaning?
 - Note the courses and ELOs intersecting with grammar. Why do they align this way?

Campus Read **discussion #2:** What grammatical tools are at work here? How does language (English as well as any other) frame the writer’s intent? What does it matter how “well-written” a book is?

Week 7 (Mar. 2 – 6) **Rhetoric**

Assigned Reading Due Before Class: Ryan S. Topping, “*Logos: Rational Speech*” in *The Elements of Rhetoric: How to Write and Speak Clearly & Persuasively* (Kettering, OH: Angelico Press, 2016), 3-8.

- Rhetoric and intersections on the ELO map
 - How do rhetorical tools modify a message? What works? What doesn't? Why?
 - Notice that Rhetoric overlaps with Professional Development, Approaches to Individual and Social Questions and three breadth categories: COM 101, English Literature, and History. What about these categories makes them a good fit for the LA discipline of rhetoric?

Campus read **discussion #3:** How does the tone, style, and language used in the text convey purpose, meaning, and create interest? What is the goal of rhetoric in speech and writing? How do rhetorical strategies shape a reader's response?

Week 9 (Mar. 16 – 20) **Community Engagement**

Community Engagement Project Phase 1 (DUE)

Complete intended major survey (5 minutes)

- Community Engagement and the Campus Read **discussion #4:**
 - Consider how the campus read engages community. What communities are included or excluded? Why?
 - What are your goals for creating community or developing awareness of previously unknown groupings, and the human condition?
 - How does this assignment support the Intercultural Knowledge ELO?

Week 10 (Mar. 23 – 27) **Community Engagement, Vocation, and Faith**

Community Engagement Project Phase 2 assigned: community engagement synthesis, 3 pgs. There should be three sections to this project. First, describe your experience with the community engagement project. Second, self-assess how the project developed your understanding of the liberal arts, the campus read, and Christian vocation. Finally, provide an analysis of the value of the project for you personally and as a part of the General Education curriculum at WLC.

- Community Engagement and Faith discussion:
 - How do your projects intersect with Lutheran vocation? Are there clashes? Why? What are they? Can they be overcome?
 - How does Christian faith inform the project?

*Advising Notes: The fall course schedule is published this week. It is strongly recommended that you schedule an advising appointment with your academic advisor (COL 101 instructor) to be completed by the end of WEEK 11.

Week 11 (Mar 30 – Apr. 3) **Quadrivium**

Assigned Reading Due before Class: Stratford Caldecott “The Tradition of the Four Ways” in *Beauty for Truth’s Sake: The Re-enchantment of Education* (Grand Rapids: Brazos Press, 2009), 19-27.

- Introduction to the *Quadrivium* via connections to the campus read.
 - Identify the breadth requirements that fit into the *quadrivium*. Why do they belong in a liberal arts curriculum?
 - What is the meaning and purpose of the traditional program?
 - How does it translate to modern college students and graduates?
 - How do the major and minor ELOs intersect with the liberal arts categories?

*Advising Notes: Friday, week 10 is the last day to WITHDRAW FROM A COURSE.

Week 12 (Apr. 6 – 10) **Arithmetic/Geometry and Astronomy**

Short Write 2 assigned: Explain how WLC’s mission, academic goals, and the liberal arts curriculum might inform your thinking about how to approach the Campus Read and its real-world applications.

- Arithmetic/Geometry and Astronomy and intersections on the ELO map
 - How are these disciplines of the *Quadrivium* distributed differently in modern categories?
 - Why are the modern categories distributed differently and why do they intersect with Approaches to Individual and Social Questions?

Campus Read **discussion #5:** How are math and/or the sciences used in the book to support the author’s position? Why might these need to be given special attention in the course of reading a book? What assumptions underlie the use of the sciences in this particular context?

Week 13 (Apr. 13-17. No class on Monday; so we will do discussion # 6 on music and gymnastics on Week 15 instead.) **Music and Gymnastics**

Short Write 2 DUE

Mini portfolio part 1 assigned. Begin creating portfolio with artifact summaries. **Bring computers next week** and have digital copies of artifacts from the GE courses completed the fall semester available for uploading to the portfolio. The instructor will reserve the laptop cart for those who need it.

- Music and Gymnastics and intersections on the ELO map
 - How do the arts and physical activity contribute to more strictly defined intellectual activity?
 - Why are Music and Gymnastics explicit elements of the curriculum?

Campus Read **discussion #6:** How are the arts used for the expression of emotional responses? What kinds of physical activity are described? What does the description of movement add to the

book? How is general health (physical and mental) portrayed? What new dimension does that add?

* Advising Notes: Freshman registration for fall courses begins.

Week 14 (Apr. 20 - 24) Crafting a Portfolio BRING LAPTOP

Mini portfolio part 2 (synthesis) assigned: Finalize the mini-portfolio and create a 2 pg. synthesis that explains how the liberal arts, the ELOs, courses in the GE curriculum, and your Community Engagement Project intersect. How do you foresee the GE Curriculum supporting your vocational roles and prepare you for the remainder of your collegiate experience?

Final Discussion Prompts for week 15. Students should prepare 1-2 minute responses (total per student) to one or more of the prompts below.

- How does the liberal arts work in concert with Christian faith, community engagement, and different ways of knowing?
- How does the campus read demonstrate a common thread in the curriculum?
- How does engagement with the community enrich the community, the volunteering individuals, and WLC?
- How does the GE curriculum support your personal and professional goals?

In-class assignment: Begin to work with the portfolio platform.

- Identify and upload artifacts
- Review the requirements of the GE curriculum.
- Begin artifact summaries: What? So what? Now what?

Week 15 (Apr. 27 – May 1) Today we'll do our discussion # 6 on music and gymnastics.

Complete community engagement project and mini portfolio assignments

Community Engagement Project Phase 2 DUE

Week 16 (May 4 – 8)

Mini portfolio and summative essay DUE

3 pg. essay: Finalize the mini-portfolio and create a 2 pg. synthesis that explains how the liberal arts, the ELOs, courses in the GE curriculum, and your Community Engagement Project intersect. How do you foresee the GE Curriculum supporting your vocational roles and prepare you for the remainder of your collegiate experience?

In-class discussion: Students should prepare comments for one or more of the prompts listed below.

- How does the liberal arts work in concert with Christian faith, community engagement, and different ways of knowing?
- How does the campus read demonstrate a common thread in the curriculum?

- How does engagement with the community enrich the community, the volunteering individuals, and WLC?
- How does the GE curriculum support your personal and professional goals?