LAR 101: Inquiry Seminar: Learning the Art of Inquiry
The Doane Experience: Student Success Seminar

Course Description:
Liberal Arts Seminar (LAR) 101: Inquiry Seminar: Learning the Art of Inquiry
The Doane Experience: Student Success Seminar
This course is designed to introduce students to academic success at Doane College. Students will be introduced to college-level writing, discussion, critical thinking, and reading. With a focus on student success, students will learn research skills, to work collaboratively, understand the importance of lifelong learning, and gain appreciation for multiple perspectives. Students will begin to engage in ongoing reflection about their educational experience.

Learning Outcomes:
The Doane Experience: Student Success Seminar: This course addresses the learning outcomes related to creating a solid academic foundation for students while preparing for a successful and enjoyable learning experience. Specifically, you will work to:
- Understand the importance of a liberal arts education
- Engage in discovery of personal strengths & needs
- Know how to navigate and use resources available; and
- Create a sense of community.

Undergraduate Core: This course intentionally addresses the learning outcomes common to all Liberal Arts Seminar 101 courses. These outcomes are directly related to the essential student learning outcomes of developing crucial intellectual skills and the habits of an intellectual life including using information wisely and communicating effectively. Specifically, you will work to:
- Engage in discovery;
- Gather & evaluate facts and assumptions;
- Support conclusions with relevant evidence; and
- Practice effective communication.

Text

Faculty-supplied Materials
Keirsey Temperament Sorter II
Learning Styles Inventory

Initial Assignment
Students must complete the initial assignment (listed later in this syllabus) BEFORE THE FIRST NIGHT OF CLASS!
Schedule

**Week One: Orientation to Doane: Angie Klasek**
- Campus Orientation
- Doane History
- Doane Learning Outcomes
- Undergraduate Core/Degree Requirements/Worksheets
- Resources
- Team Building & Group Dynamics

**Week Two: Information Retrieval & Research: Julie Pinnell or Jayne Germer**
- Library Resources
- Introduction to Academic Research & Writing
- Avoiding Plagiarism

**Week Three: Assessing your Strengths & Styles: Angie Klasek**
- Learning Styles Inventory & Review
- Keirsey Temperament
- In-class writing for review of grammar/mechanics

**Week Four: Managing it All: Jeanne Baer**
- Study Skills—note taking, test taking, effective reading
- Class Participation
- Stress Management
- Time Management
- Financial Management
- Intro to Career Assessments

**Week Five: Making Connections: Kerry Fina**
- Critical Thinking
- Effective Communication
- Speaking with confidence
- Review of Writing
- Reflective Writing

**Week Six: Career Planning & Portfolios: Susan Rocker**
- Career Assessment
- Résumé Building
- Why & How to build a portfolio

**Week Seven: No Class Meeting**
- Work on portfolio and reflective writing assignment

**Week Eight: Course Wrap-up & Going Forward: Kerry Fina**
- Evaluation
- Exploration of LAR sequence
Assignments

1. Initial Assignment DUE BY NOON ON FRIDAY BEFORE FIRST CLASS MEETING:
   A. Activate your Doane e-mail account here: http://www.doane.edu/myaccount
      Your user name should be firstname.lastname
      Your password should be DcXXXXXX (X=your six-digit date of birth)
      Example: jane.doe
      Dc010388
   B. Using the attached Getting Started document, navigate the Doane website and send an
      e-mail to Kerry Fina and Angie Klasek. In the subject line type “Initial Assignment.” In
      the body, include the following:
         Day/Time/Faculty for ENG 237 in current term schedule of classes (there may be
         more than one section)
         Textbook information for one section of ENG 237
         The day that payment is due for the current term
         The next holiday listed on the current academic calendar

2. Personal Narrative: Due by start time of second class meeting in printed form.
   Write a personal narrative addressing the questions below. Your narrative should be two pages
   long, created in a word processing program, using Times New Roman, 12-point font, double
   spaced, with 1” margins and page numbers.
      Describe any educational, volunteering, leadership, or work experiences that have been
      meaningful for you and what made them meaningful.
      What do you see as some of your personal or academic strengths? Do you have any
      academic goals for this term? What are they and how could you use your strengths to
      your advantage?
      What brought you to college? To Doane College? What is motivating you right now?

3. Research: Due by start time of third class meeting in printed form.
   TBD.

4. Learning Styles: Due by start time of fourth class meeting.
   Send an e-mail to Kerry Fina and Angie Klasek with the results of the learning styles assessment.
   Answer the following questions:
      Do you agree with you LSQ results? What information do you have to support your view
      from past learning experiences? What information do you have from other people
      confirming or contradicting your view?
      Describe two of your most helpful learning experiences. What were they and what made
      them helpful?
      Describe two of your least helpful learning experiences. What were they and what made
      them unhelpful?
      Which learning style(s) do you think you need to improve the most?
5. **Temperament Reflection**: Due by start time of fourth class meeting in printed form.
Write a reflection paper addressing the questions below. Your paper should be two pages long, created in a word processing program, using Times New Roman, 12-point font, double spaced, with 1” margins and page numbers.

   - Describe your four-letter results.
   - Indicate whether you agreed with the assessment results or if you self-identify with another of the temperaments. If you chose a different temperament, which one did you choose and why?
   - How could understanding your own temperament be useful to you?
   - How could understanding the temperament of others be useful to you?

6. **Prepare and bring current résume to the sixth class session in printed form.** (Also bring a copy of Keirsey Temperament Sorter results.)

7. **Portfolio**: Due by start time of eighth class meeting.
   - Correct and publish your personal narrative to your portfolio.
   - Publish a revision of your résume to your portfolio.

8. **Cronon Reflection**: Due by start time of eighth class meeting in printed form.
As you read William Cronon’s essay, “Only Connect...”: The Goals of a Liberal Education, examine what it means to become a liberally educated person and how it relates to the Doane Core Connections learning outcomes:

   - They engage in discovery.
   - They gather and evaluate facts and assumptions.
   - They apply and integrate knowledge collaboratively.
   - They practice effective communication.

The purpose of this assignment is for you to critically reflect on the extent to which you have demonstrated these outcomes or developed the characteristics which Cronon describes; for you to consider your strengths, the areas in which you have the most room to grow, and/or characteristics that resonate the most with you. Be thinking of specific personal examples that you can use to describe your own development or desire for development.

**Writing Assignment**
After reading Cronon’s essay, and considering the four Doane Core Connections (DCC) learning outcomes listed above, identify a Cronon characteristic that you would link to one of the Doane Core Connections learning outcome. Begin by describing what the connection is for you between the DCC outcome and the Cronon characteristic and in what way the outcome and characteristic are meaningful for you. You could use some of the following questions to help you write your narrative and reflect critically on your own experiences. You are not required to address all these questions; they are suggestions to help guide your thinking.

   - Why are you most interested in developing this characteristic, skill, or knowledge?
   - Describe the importance.
   - Where are you currently in your progress to attain this characteristic, skill, or knowledge?
   - How do you plan to use your Doane education to further develop this characteristic and to continue learning?
   - Provide a personal example to illustrate your experience with each characteristic.
   - What might be an important application or use of this characteristic or skill for you in the future?
Your critical reflection should be four pages long, created in a word processing program, using Times New Roman, 12-point font, double spaced, with 1” margins and page numbers. Within the pages of your reflection, you should write about at least one DCC that you would link to a Cronon characteristic following the structure described above, and you are welcome to identify two or more DCC that you would link to Cronon characteristics if there are others that are meaningful for you, again following the structure described above.

As an example, you might link *They engage in discovery* (DCC) to *They listen and they hear* (Cronon). Then you might go on to describe what you discovered about the importance of carefully listening to your classmates during tense discussions or debates so you can craft your response. You could continue by explaining how and why this may have been easy or difficult or surprising for you, etc. and provide specifics about your experience, what you learned in the process, and where you want to take your development from here.

**9. Critical Thinking Assignment:** Due by start of eighth class in printed form.
TBD.

**10. Portfolio II:** Due by last day of the term.
Publish Cronon paper to your portfolio.
Publish Critical Thinking paper to your portfolio.
Methods for Assessment

The ability of students to engage, interact, communicate, and effectively work with faculty and each other (creating a sense of community) will be assessed through attendance and faculty observation.

Understanding of a liberal arts education will be assessed through evaluation of the Cronon paper, the critical thinking paper, and class discussion.

Effective use of resources will be assessed through initial assignment, research assignment, critical thinking paper, and participation in active learning.

Discovery of personal strengths and needs will be assessed through evaluation of personal narrative, temperament paper, critical thinking paper, résumé, and Cronon paper in addition to class discussion.

Policies / Grading

Attendance – Each class session is worth 50 points. This class is experiential, participative, and collaborative. We are in this together. The absence of any one person will be felt by all so please plan to attend all class sessions. If you need to miss a class, contact Angie Klasek prior to the class.

Grading - Students will earn a final grade of A+, A, B+, B, C+, C, D+, D, or F based on the average of assessments of all assignments

Assignments – All assignments must be submitted on time – no exceptions. Each assignment is worth 50 points. The assignments in LAR 101 build on one another and some class sessions are based on the completion of those assignments.

Engagement – All students are expected to participate in class discussions and exercises. Each class session is worth 50 points.

Academic Integrity - Respect others and always cite the source of any ideas or words which are not your own. This is a strict policy but, more importantly, it is the right thing to do.

Total points: 1,200

Attendance: 350
Engagement: 350
Assignments: 500

Please refer to the catalog (online) for all other policies.
<table>
<thead>
<tr>
<th>Session</th>
<th>Theme</th>
<th>Faculty</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Before Class</td>
<td></td>
<td></td>
<td>#1 due via email the Friday before the first week of class</td>
</tr>
<tr>
<td>1</td>
<td>Orientation to Doane</td>
<td>Angie Klasek</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Information &amp; Research</td>
<td>Julie Pinnell / Jayne Germer</td>
<td>#2 hard copy due at the beginning of class</td>
</tr>
<tr>
<td>3</td>
<td>Strengths &amp; Styles</td>
<td>Angie Klasek</td>
<td>#3 hard copy due at the beginning of class</td>
</tr>
<tr>
<td>4</td>
<td>Managing It All</td>
<td>Jeanne Baer</td>
<td>#4 due via email at the beginning of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#5 hard copy due at the beginning of class</td>
</tr>
<tr>
<td>5</td>
<td>Making Connections</td>
<td>Kerry Fina</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Career Planning &amp; Portfolios</td>
<td>Susan Rocker</td>
<td>#6 hard copies due at the beginning of class</td>
</tr>
<tr>
<td>7</td>
<td>No Class Meeting</td>
<td>No Class Meeting</td>
<td>No Class Meeting</td>
</tr>
<tr>
<td>8</td>
<td>Wrap-up &amp; Going Forward</td>
<td>Kerry Fina</td>
<td>#7 upload to portfolio by beginning of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>#8, #9 hard copy due by beginning of class</td>
</tr>
<tr>
<td>Last Day Of Term</td>
<td>No Class Meeting</td>
<td>No Class Meeting</td>
<td>#10 upload to portfolio by last day of term</td>
</tr>
</tbody>
</table>