LAR 101: Inquiry Seminar: Learning the Art of Inquiry (3 credit hours)
The Doane Experience: Student Success Seminar

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    Monday-Thursday  10:00 a.m. to 5:00 p.m.
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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:
    o  Understand the importance of a liberal arts education
    o  Engage in discovery of personal strengths & needs
    o  Know how to navigate and use resources available; and
    o  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:
    o  Engage in discovery;
    o  Gather & evaluate facts and assumptions;
    o  Support conclusions with relevant evidence; and
    o  Practice effective communication.

Required Text

Initial Assignment
Students must complete the initial assignment (listed later in this syllabus) BEFORE THE FIRST
NIGHT OF CLASS! The instructor will send you a welcome email prior to the start of class as a
reminder.
Weekly Schedule

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

**Week Two: Information Retrieval & Research**
- Library Resources
- Introduction to Academic Research & Writing
- Avoiding Plagiarism

**Week Three: Assessing your Strengths & Styles**
- Learning Styles Inventory & Review
- Keirsey Temperament Sorter II
- In-class writing workshop

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

**Week Five: Career Planning & Portfolios**
- Career Assessment
- Resume Building
- Why & How to build a portfolio

**Week Six: Managing It All**
- Study Skills—note taking, test taking, effective reading
- Class Participation
- Stress Management
- Time Management
- Financial Management

**Week Seven: No Class Meeting**
- Work on Portfolio & Reflective Writing Assignment

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

1. **Initial Assignment DUE BY THE START TIME OF FIRST CLASS MEETING:**

   A. Activate your Doane e-mail account here: [http://www.doane.edu/myaccount](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 your instructor at april.paschall@doane.edu. In the subject line type “Initial Assignment.” In the body, include the following:
   
   - What classes are held on Tuesday nights at the Omaha campus in the autumn term?
   - Textbook information for the Tuesday night class you selected in the above question
   - 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:

   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 the start of fourth class meeting:

   Assignment specifics will be given in class, week two.

4. **Learning Styles:** Due by start time of fifth class meeting:

   Send an e-mail to your instructor 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?
   - 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 fifth class meeting:

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. **Portfolio Assignment One**: Due by start time of eighth class meeting:

- Correct and publish your personal narrative to your portfolio.
- Correct and publish your resume to your portfolio

7. **Cronon Reflection**: Due by start time of eighth class meeting:

Your instructor will give you a copy of William Cronon's essay, “Only Connect . . .”: The Goals of a Liberal Education, as you read it, 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.

8. Critical Thinking Assignment: Due by start of eighth class.
   Assignment specifics will be given in class, week six.

9. Portfolio Assignment Two: 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 and class discussion.
• Effective use of resources will be assessed through initial assignment and participating in active learning.
• Discovery of personal strengths and needs will be assessed through evaluation of personal narrative, temperament paper, and Cronon paper in addition to class discussion.
Policies

• **Attendance** - 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 me 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.

• **Late Assignments** – All assignments must be submitted on time. The assignments in LAR 101 build on one another and some class sessions are based on the completion of those assignments.

• **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.

Please refer to the catalog (online) for all other policies.