COURSE DESCRIPTION
An essential part of Westminster College’s first year program, this course introduces students to the study of the liberal arts. The course reviews what it means to have a liberal arts educational experience, examines different ways of “knowing” and “understanding,” and explores the application of the liberal arts to specific social, moral and political issues. Students will be exposed to a wide range of written texts, as well as other forms of artistic expression. Throughout the course students will engage in a variety of activities designed to sharpen their critical thinking, writing and presentation skills. Skills students will need to succeed here at Westminster College. The theme for this course is “text and context,” so we will pay attention to both the arguments presented in the readings, videos, and to the social environments within which they were originally produced.

COURSE OBJECTIVES
Students who successfully complete this course will:

- Articulate and practice the values and methods of liberal arts education
- Engage, experience, and explain different ways of knowing
- Pursue interdisciplinary study and discussion of important issues

*REQUIRED MATERIAL
✓ 2018 Inquiry Reader – it is required for the course.
✓ A notebook – make sure to take notes for assignments, readings, etc.; Notetaking (not typing) is one of the most important tools that you can have in college.
✓ All additional course readings will be available through the course page on DesireToLearn (D2L). Students should familiarize themselves with this site as soon as possible. Some readings may be placed on the course page, at the instructor’s discretion. Please check D2L and your email often. *A laptop, tablet, or cell phone maybe used (but not required).

Each week there will be three, one-hour sessions of lecture. Use of cell phones and laptops/tablets will be permitted in class only for research purposes. Their use for recreational purposes during class is strictly prohibited. Course information, lecture schedule, list of required readings, announcements, and handouts will be available on the course’s syllabus and D2L site. Students are expected to check their email each day to receive course updates and announcements.

COURSE STRUCTURE
Readings and assignments: Assigned readings should be completed by the deadline indicated by your instructor. Students are expected to participate in class discussions, so it is very important that all readings are completed before class begins. They will be used as a springboard for class discussion and activities. A reading guide with questions maybe be available for most reading assignments. In addition to the readings, students will be required to complete additional assignments and/or in-class activities. Short writing assignments will be a primary focus. Assignments may cover any material from the lectures or readings and they will be administered at various times throughout the semester. Reading guide submission, quizzes, or alternative assessment tools will be used to test the students’ level of preparation. All submitted assessments should represent the individual student's efforts, unless they are performed as teams. Students are encouraged to discuss or work on assignments with classmates, but the written tasks should be completed independently.
Exams and Quizzes: Only one final exam will be given at the end of the semester. Lack of group participation during class sometimes signals that readings and/or assignments were not performed prior to coming to class. In this case, a pop-quiz maybe administered to the class, at the discretion of your instructor.

Library assignment and in-class presentations: Information technology is a key skill that is covered in INQ 111 during 3 library sessions on October 3, 10, and 17. Students will use library tools and skills acquired during that week to complete a research paper related to a topic from “People of the Book”. The class will meet in McGill Library for the library sessions.

Inquiry 111 is designed to encourage students and instructor to engage in conversation and exchange ideas and opinions. During the semester, students will have the opportunity to conduct in-class presentations, individually or in groups. This represents a great opportunity for effective team work and for getting to know your classmates. Good team work always improves your chances of a successful project or presentation. It is a good rule-of-thumb to assign individuals in the group with tasks during your project or presentation. If the team or some individual(s) are not performing the task assigned satisfactorily, this could endanger the group’s grade; always consult with your instructor if there are any issues with related with group work.

Students will give a final presentation (as part of the final exam) and participate in discussions, exploring links between the various activities and readings they have encountered over the course of the semester. The details of this assignment will be distributed during the final week of the semester.

Co-Curricular Activities and Reports: In many cases, learning outside the classroom is as good as, if not better, than learning inside the classroom. As a requirement for this course, students are expected to attend three (3) co-curricular activities at Westminster or elsewhere. A key aspect of Inquiry is to help familiarize students with the range of learning opportunities here at the Westminster community, which occur outside of the classroom. These, co-curricular activities include (but are not limited to) events, lectures, discussions, meetings, debates and activities sponsored by various campus organizations and groups. Athletic events and social fraternity/sorority meetings may not be used to meet the co-curricular requirements.

The co-curricular summary must detail the event and explain how it relates to topics covered in INQ 111. Inquiry students will be required to participate in at least 3 of these events and prepare a short (1-2 page) co-curricular report for each event. The report must include a selfie of you taken at the event, and showing elements of the event. Students are free to choose any three events from the Inquiry-approved list, and to seek approval by the instructor of other events that are not on that list. Co-curricular write-ups are due within 7 days of the event. An optional 4th event may be submitted for extra credit.

Participation: Your participation in class will be scored and will constitute a percentage of your final grade. At the end of the term, students will be assigned a participation score based on the number of classes in which they participated. Students are expected to come to each class ready to participate in that day’s discussion.

COURSE POLICIES AND EXPECTATIONS

Class, e-mail etiquette, and grading: Inquiry sometimes deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements and/or evoke strong personal feelings, depending on our individual experience, history, identity and worldviews. Therefore, in all interactions and communications, course participants are expected to exhibit mutual respect and tolerance for one another and for any course guests and members of the community with whom we come into contact. If you feel you have been offended by any content or interactions, you are strongly encouraged to discuss this with your instructor in private.

Email is the best way to reach your instructor. In the spirit of promoting a healthy work-life balance, please keep in mind the following email etiquette guidelines: (1) indicate the course in the subject line and topic (e.g. Inquiry assignment question), (2) use proper grammar/punctuation, (3) expect responses Monday-Friday between 9:00am and 5:00pm, with at least a 24-48 hour time lag, and (4) check the syllabus or D2L before asking questions. Not following these guidelines may result in a delay in responding to your email.

Due to the high amount of course material that will be graded by the instructor throughout the semester (ex. essays, exams, etc.;), expect the grading process to take between 7-14 days after the deadline. Throughout the semester there is a possibility that unexpected situations could occur, such as illness, emergency travel or meetings, which could delay grading. Allow your instructor this time period to complete grading.
**Attendance:** Attendance to this course is mandatory and it will be recorded throughout the semester. Students are expected to attend classes on-time, on a regular basis, and keep up with all readings. It is the student’s responsibility to remain informed about all class projects, quizzes, assignments, and lectures whether in attendance or not. There is a strong correlation between classes missed by students and their grades; the more classes missed, the lower their scores. Your overall success in learning the material largely depend on your attendance. The instructor will be more generous with grading for students who have attended lectures consistently, especially if they also ask questions and participate in discussion. Sleeping or texting in class will not be tolerated and will be considered a class absence. If you are sick, you must provide a doctor’s note within 24 hours of your return to campus.

- 3 unexcused absences result in lowering of the overall student’s score by 30 points.
- 5 unexcused absences result in lowering of the overall student’s score by 50 points.
- 6 or more unexcused absences may result in lowering of the overall student’s score by 100 points.

**Academic Integrity:** The College’s Academic Integrity Policy (AIP) will be strongly enforced. Violations of the AIP include cheating, misconduct, plagiarism, and providing false information. Academic dishonesty will not be tolerated. The first citation for academic dishonesty will result in a zero (0) grade for the specific assignment. The second citation will result in a failing grade for the course. All citations for academic dishonesty will be reported to the Dean of the College, in accordance with college policy. Details of the AIP can be found in the Westminster College Undergraduate Catalog. TurnItIn.com will be used to evaluate papers for plagiarism.

**Make up work:** The ability to meet and manage work deadlines in light of other responsibilities is a critical component of professionalism. Arranging make-up work is the responsibility of the student. Students who present a valid excuse (ex. medical excuse from the student clinic or personal doctor) and inform the instructor via email of their absence before the class or deadline occurs, can make arrangements to make-up work assigned, but this is always at the discretion of the instructor. An email request must be made before the class or deadline even if the student is sick on that day.

If you are experiencing a medical emergency immediately before the deadline, you should contact your instructor as soon as the emergency has passed. If you know ahead of time that you cannot make the deadline for scheduled work due to a sporting event, funeral, etc., you MUST notify your instructor in advance in writing via email. If a valid excuse is presented, the work should be completed within 7 days of the work’s deadline. A grade of zero (0) will be given for work not made up and for work missed due to unexcused absences.

If you have questions and need help regarding material missed during an absence, you need to talk to your instructor before/after class or arrange an appointment to discuss the material. However, it is important to understand that your instructor will not repeat the entire lecture and can only be of help if you have read and thought about the material before the meeting.

**Accessibility Statement:** Westminster College actively strives for the full inclusion of all our students. Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform the Director of Disability Resources, Faith Craig, located in 414 Thompson-Clark Hall (724-946-7192; craigfa@westminster.edu) as well as their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform both the Director of Disability Resources and their instructors immediately of the problem and accommodations needed. The Director of Disability Resources will assist the student in evaluating the disability and facilitate communication between the instructors and the student in considering special accommodations. The ability to accommodate and type of accommodation provided will depend on when the student makes the College aware of the disability, the needs of the student, the circumstances of the student’s classes, and the resources of the College.

**FINAL GRADE DISTRIBUTION CRITERIA**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>C-</td>
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**COURSE GRADING AND % DISTRIBUTION (approx.)**
## Class Schedule

### MONDAY

**AUG 27**

“Hello…why are we here?”
- Course/syllabus introduction
- **Assignment:** Upload a photo of yourself to D2L (bonus pts.)
- **Video:** “The Brain of a Procrastinator”

**SEPT 3**

“Perspective is everything”
- **Due:** Kiva project candidate picks and statement (post by 9:00am @D2L)
- **Due:** Kiva project presentations and selection vote

**SEPT 10**

“Ideas & themes of the liberal arts around us”
- **Reading:** Statement on Liberal… (p. 14)
- **Reading:** Parable of the blind men and the elephant (p. 32)
- **Assignment:** History meets fiction

**SEPT 17**

“Improving your skills”
- **Reading:** The veils of Maya (p. 15)
- **Exercise:** “What does that word mean?”

### WEDNESDAY

**AUG 29**

“Westminster Plan & Technology”
- **Readings:** WC Mission Statement (p. 3); The Westminster Plan (p. 4)
- **Due:** Upload a photo of yourself to D2L
- **Assignment:** Introduction to Kiva project

**SEPT 5**

“What is the Liberal Arts?”
- **Reading:** Effective learning begins with the right attitudes (p. 30)
- **Reading:** Making college “relevant” (p. 52)

**SEPT 12**

“Ideas & themes of the liberal arts around us”
- **Reading:** Liberal education, moral education (p. 37)
- **Assignment (group):** The veils of Maya (p. 15), for next week

**SEPT 19**

“Earning potential and 1st gen students”
- **Due:** What does it mean to be first? Three things that we learned report
- **Assignment:** What does it mean to be first? Three things that we learned report
- **Due:** History meets fiction assignment (by 5:00pm @D2L)

### FRIDAY

**AUG 31**

“Westminster Plan & Technology”
- **Due:** Upload a photo of yourself to D2L
- **Assignment:** Introduction to Kiva project

**SEPT 5**

“Stepping forward, getting to know you”
- **Improv workshop, Beegley Theater (with Prof. Chris Strangfeld)**

**SEPT 14**

“Music and imagination”
- **Reading:** “from What to Listen for in Music” (p. 78)

**SEPT 21**

“Best strategies to learning”
- **Due:** What does it mean to be first? Three things that we learned (by 9:00am @D2L) (discussion)
- **Reading:** My forty years in the witness protection program (p. 86)
- **Assignment:** Prepare 3 questions for Jim (include context of the question)

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### Final Exam (essay & presentation)
- 120 (23%)

### Assignments
- 265 (50%)
  - Kiva Project (30)
  - History meets fiction (30)
  - What does it mean to be first? (20)
  - 3 questions for Jim Perkins (15)
  - Library Week (30)
  - Final Library Research Paper (50)
  - Academic Integrity training (30)

### Scholarships Panels (20)

### Movie Critique (20)

### “Part of Me” (20)

### Co-curricular reports
- 90 (17%)

### Class participation
- 50 (30%)

### *Bonus points (30)

### TOTAL
- 525 (100%)

*Bonus points will not be included in the final total points (denominator); they will be added at the end of the semester.
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<thead>
<tr>
<th><strong>SEPT 24</strong></th>
<th><strong>SEPT 26</strong></th>
<th><strong>SEPT 28</strong></th>
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<tbody>
<tr>
<td>&quot;Preparing for Jim Perkins&quot;</td>
<td>&quot;Preparing for library day 1&quot;</td>
<td>&quot;Strategies that we can use to look for meaning&quot;</td>
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<td>a) <strong>Reading:</strong> Interrogating texts: 6 reading Habits to develop in your first year at Harvard (p. 11); b) <strong>Reading:</strong> The connection between handwriting and your brain c) <strong>Due:</strong> 3 questions for Jim Perkins report, (by 5:00pm @ D2L) <em>Jim Perkins’s talk will take place on the evening of Sept 25; time TBA</em></td>
<td>a) <strong>Introduction to library project:</strong> pick a broad question and exercise b) <strong>Assignment:</strong> Choose a broad question from list for Library Week</td>
<td>a) <strong>Reading</strong> “Learning to see”, p. 95 (Based on “POB”); lab exercise</td>
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**Part II. Engage, experience, and explain different ways of knowing**

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<th><strong>OCT 1</strong></th>
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<tr>
<td>&quot;Earning potential&quot;</td>
<td>&quot;Different sources of information&quot;</td>
<td>&quot;Get to know the campus&quot;</td>
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<td>a) <strong>Video:</strong> How to educate leaders? b) <strong>Meet a Westminster Grad</strong> c) <strong>Due:</strong> Broad question from list for Library Wk</td>
<td>Meet at The Hub, 1st floor of the library a) <strong>Assignment:</strong> Authoritative sources</td>
<td>a) <strong>Tour of the WC Field Station or in case of rain</strong> &quot;Ideas, reality, the liberal arts: what does it mean?” b) <strong>Reading:</strong> Allegory of the Cave (p. 33)</td>
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<tr>
<td>&quot;Strategies that we can use to look for meaning”</td>
<td>&quot;Academic sources of information”</td>
<td>a) <strong>Tour of the WC Field Station or in case of rain</strong> &quot;Ideas, reality, the liberal arts: what does it mean?” b) <strong>Reading:</strong> Allegory of the Cave (p. 33) c) MIDSEMESTER SURVEY</td>
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<td>a) <strong>Reading:</strong> Learning is not fun... (p. 48) b) <strong>Due:</strong> Authoritative sources assignment (Library Wk; by 9:00am @ D2L)</td>
<td>Meet at The Hub, 1st floor of the library a) <strong>Assignment:</strong> Use of academic sources</td>
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<th><strong>OCT 15</strong></th>
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<tr>
<td>&quot;Economic security”</td>
<td>&quot;Summary of activities, working on the paper”</td>
<td>&quot;Strategies that we can use to look for meaning”</td>
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<tr>
<td>a) <strong>Ted Talk</strong> b) <strong>Readings:</strong> Group assignments Economic security for next week (p. 201) c) Updates on Kiva projects d) <strong>Due:</strong> Academic sources assignment (Library Wk; by 9:00am @ D2L)</td>
<td>Meet at The Hub, 1st floor of the library &quot;MIDTERM GRADES DUE&quot;</td>
<td>a) <strong>Exercise:</strong> What’s in a painting? b) <strong>Assignment:</strong> Academic integrity &amp; plagiarism videos and survey</td>
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<tr>
<td>&quot;Everybody is a critic”</td>
<td>a) <strong>Group discussions:</strong> Economic security (p. 201) and Kiva</td>
<td>&quot;A different perspective”</td>
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<td>a) <strong>Discussion:</strong> History meets fiction critique</td>
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<td>a) <strong>Discussion</strong> (in preparation for the movie) b) <strong>Due:</strong> Library research assignment</td>
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<tr>
<th><strong>OCT 29</strong></th>
<th><strong>OCT 31</strong></th>
<th><strong>NOV 2</strong></th>
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<tr>
<td>(MIDSEMESTER BREAK)</td>
<td>&quot;The exciting research world of Westminster” (Class will not meet)</td>
<td>&quot;A different perspective”</td>
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<td>a) <strong>Attend Faculty scholarship panel</strong> (meet at Witherspoon Rm.) b) <strong>Assignment:</strong> Scholarship panel report/pic c) <strong>Attend movie on Thursday, Nov. 1 @6:00pm</strong> (Mueller Theater) d) <strong>Assignment:</strong> Video or audio movie critique</td>
<td>a) <strong>Movie discussion &amp; critique</strong> b) <strong>Due:</strong> Academic integrity and plagiarism videos and survey</td>
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NOV 5
“People of the Book”

a) Discussion: “People of the Book” paper critique
b) Due: Movie review (by 9:00am @D2L)

NOV 7
“People of the Book”

a) Video: Geraldine Brooks WC presentation video (full hour)

b) Due: Scholarship and panel report (by 9:00am @D2L)

NOV 9
“People of the Book”

a) Reading: “The Idea of the Sacred Text” (p. 280)
b) Discussion: Geraldine Brook’s presentation

NOV 12
“People of the Book”

a) Reading: Defying the group (p. 251)
b) Assigned discussion: “Ordinary people doing extraordinary things”
c) Assignment (video/audio): “Part of me”

NOV 14
“Ordinary people doing extraordinary things”

a) Reading and video: “The Lessons of Leonardo: How to Be a Creative Genius”

NOV 16
“Ordinary people doing extraordinary things”

a) Reading and video: Dolores Huerta: Proclamation of the Delano Grape Workers, 1969
b) Introduction to Final Exam: Presentation and Essay “NPR’s StoryCorps”

NOV 19
“Ordinary people doing extraordinary things”

a) Readings: “If you don’t go, nobody else will:” Ida B. Wells-Barnett’s Crusades Beyond Lynching
b) Discussion: “Part of me”

NOV 21
NO CLASS
(Thanksgiving break)

NOV 23
NO CLASS
(Thanksgiving break)

NOV 26
“Ordinary people doing extraordinary things”

a) Due (video/audio): “Part of me” (by 9:00am @D2L)
b) Introduction to Susan La Flesche Picotte

NOV 28
“Ordinary people doing extraordinary things”

a) Documentary: Susan La Flesche Picotte
b) Discussion: “Part of me”

NOV 30
“Ordinary people doing extraordinary things”

a) Reading: Wangari Maathai
b) Discussion: “Part of me”
c) Preparing for the final presentations

DEC 3
“Connecting with someone else’s story”

a) Final Test (presentation assignment) (Attendance is mandatory)

DEC 5
“Connecting with someone else’s story”

a) Final Test (presentation assignment) (Attendance is mandatory)
b) Reflecting on Fall 2017
c) **Course Evaluations (bonus)

DEC 7
OFF

Due: Final Exam Period, Thursday, December 13th at 9:00 am Final Test (presentation assignment); Attendance is mandatory

*This is a tentative schedule and it is subject to change at the discretion of the professor.
**Please bring your laptop or electronic device to conduct the in-classroom evaluations; attendance is mandatory.

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**WAIT!!! HERE ARE SOME HELPFUL REMINDERS…**

_Things that will negatively impact your grade:_ Not showing up without a good reason, not being prepared, inappropriate use of cell phone, being late all the time, your assignments being late, being a jerk, disruptive, and breaking the academic integrity policy.

_Things that will positively impact your grade:_ Asking thoughtful questions, turning things in on time, showing up, being honest but kind, actually being present (and aware), adding to class discussion, being respectful to your fellow students, intellectually challenging yourself and others, taking advantage of learning opportunities available to you, and (finally) generally being your awesome self that got you into college and will get you through life!