



WHITWORTH
AN EDUCATION OF MIND AND HEART

Orientation Booklet

Resources for Adjunct Faculty

**Prepared by the Academic Affairs Office
Whitworth University**



WHITWORTH

AN EDUCATION OF MIND AND HEART

Dear Colleague,

Thank you for teaching with us at Whitworth University! We value your contribution and appreciate your commitment.

This packet contains teaching resources, including material that describes Whitworth's identity, mission and educational principles; it also covers very practical information such as essential components of syllabi at Whitworth. My hope is that these materials will be helpful as you prepare to teach on campus.

Should you have any questions or if issues emerge during the term, please contact your department chair or your department's program assistant for immediate help. My office is also available to serve you. You can contact Ms. Jackye Peacock, program coordinator in academic affairs at 777.3203 or at: jpeacock@whitworth.edu.

Again, thank you very much for investing in the lives of Whitworth students. I wish you a wonderful term!

Sincerely,

Kathleen Storm
Associate Provost
Faculty Development and Scholarship

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Adjunct Faculty Orientation Booklet

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Whitworth University Mission Statement

Whitworth University is a private, residential, liberal-arts institution affiliated with the Presbyterian Church (U.S.A.). Whitworth's mission is to provide its diverse student body an education of the mind and the heart, equipping its graduates to honor God, follow Christ, and serve humanity. This mission is carried out by a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.

Educational Principles

For more than a century, Whitworth's vision has been the pursuit of intellectual and spiritual development. Through decades of change, this fundamental purpose has remained firmly centered in the person of Jesus Christ. Our understanding of Christ is based on Scripture, the inspired and trustworthy record of God's self-disclosure and our final rule for faith and practice. As a university affiliated with the Presbyterian church, Whitworth stands within the historic Reformed tradition. Believing that God is the ultimate source of all truth and is to be loved with "all our mind and heart," Whitworth embraces freedom of inquiry and the unhindered pursuit of truth. Therefore, we equip our diverse student body to honor God, follow Christ and serve humanity, working for redemption and healing in a broken world.

Whitworth's educational principles are grouped broadly into three categories: the knowledge that students will gain, the skills they will need to work effectively in the world, and the faith and values that our community seeks to reflect. These principles are interdependent; together they reflect an institution-wide commitment to providing a Whitworth education in which faith, learning and living are purposefully integrated.

Knowledge

Whitworth's educational mission is fulfilled through instruction and mentoring by Christian faculty and staff. Informed by their disciplines, which they attempt to view thoughtfully through the eyes of faith, faculty members encourage students to know themselves, the world, and the nature of their responsibility to God and to creation. Specifically, we are committed to providing our students with the following:

- **A solid grounding in the liberal arts and sciences**

We promote a knowledge of the methods, assumptions and content areas of at least one discipline, and an understanding of interdisciplinary themes and connections. We are also committed to helping our students appreciate intellectual and aesthetic traditions throughout the world and to understand challenges to those traditions.

- **An understanding of Christian faith and its implications for liberal arts learning**

As an educational community open to a wide variety of voices, Whitworth is shaped by a theological heritage that examines the implications of faith for what is known and strives to understand the limits as well as the importance of rational knowledge.

Skills

We are committed to preparing students to pursue fulfilling careers and to make an effective contribution to the common good; this is a challenging task in a rapidly changing world that is technologically, culturally and intellectually complex. We equip students for meaningful vocations by developing the following abilities:

- **Intellectual skills**

We are committed to developing the capacity for critical thinking, ethical decision-making, problem-solving and creative expression. We also aspire to build skills in computation, quantitative analysis and responsible use of technology.

- **Relational skills**

We encourage reflection, self-understanding, and the ability to relate well within and across cultures. We are also committed to developing in our students the capacity to communicate with empathy and effectiveness through the skills of listening, speaking and writing.

- **Professional skills**

We equip students with the technological literacy and other skills appropriate to their chosen areas of study and essential to their professional contributions to society. We encourage thoughtful career choices and lives of meaningful service.

Faith and Values

A Whitworth education is grounded in commitment to Christ and His teachings by faculty and staff members who embrace a variety of Christian traditions. We offer Christian perspectives on learning, and we support character development that relates faith to life's most central issues. These include the following:

- **Response to God**

We encourage serious consideration of commitment to Christ, the gospel and the church, and to living as an act of worship and gratitude to God.

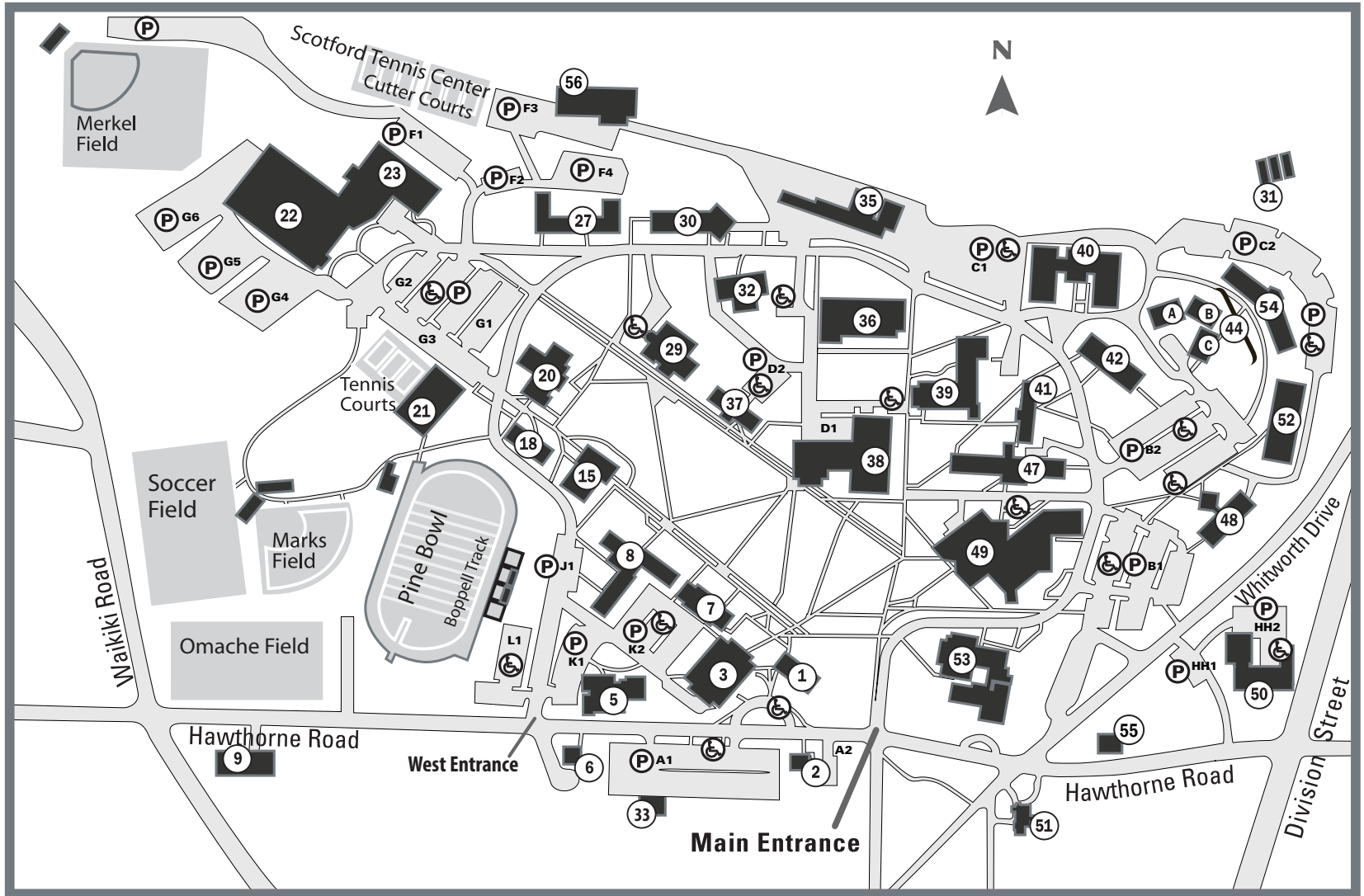
- **Relationship to others**

We encourage the development of character virtues (including compassion, humility, honesty and courage) in intellectual pursuit, as in all of life. We want our students to think and to act ethically, and to embrace responsible citizenship and service.

- **Stewardship of creation**

We encourage exploration and appreciation of the complex nature of life, responsible care for the natural world, and commitment to human health and well-being.

Whitworth University Campus

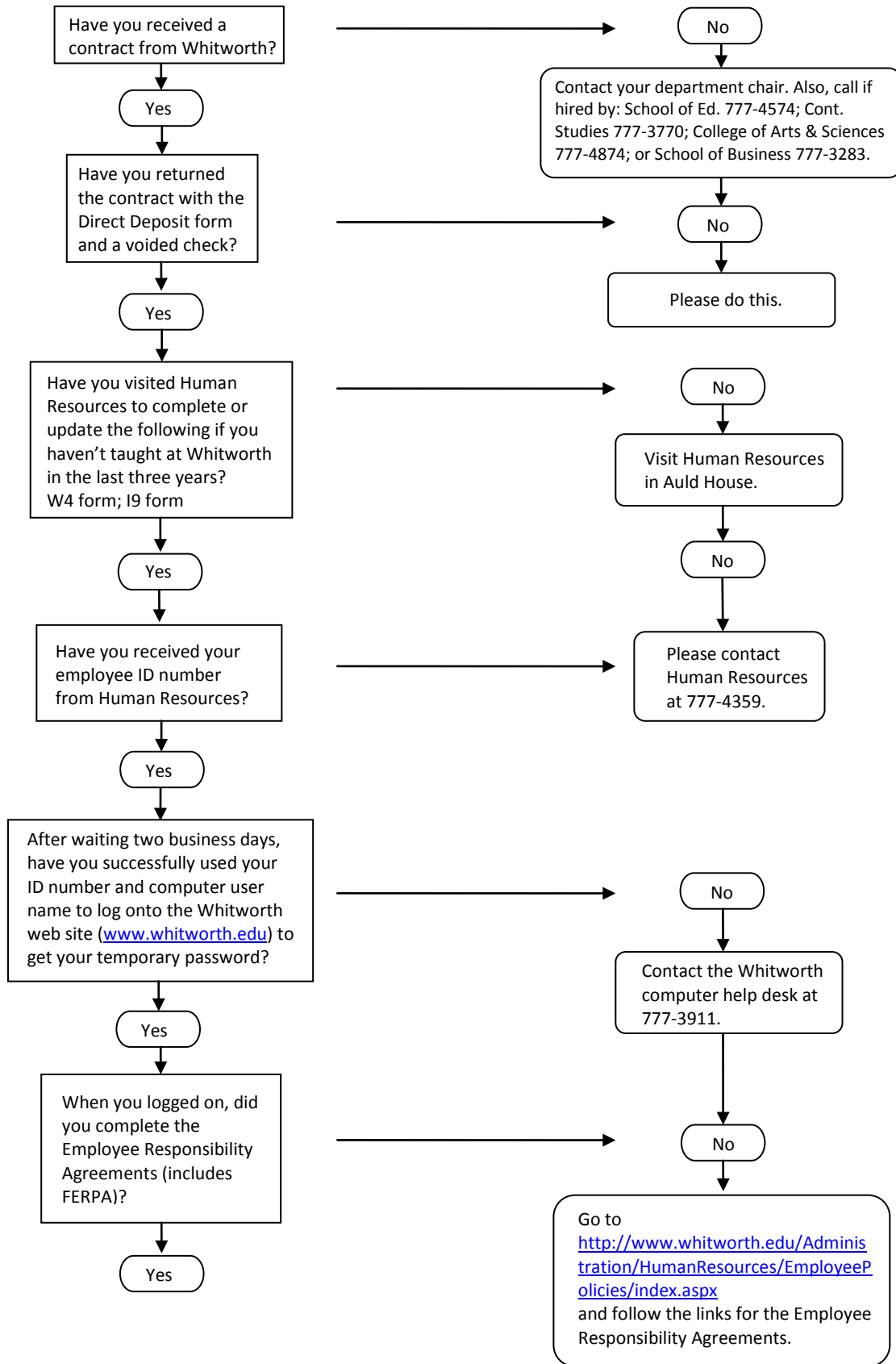


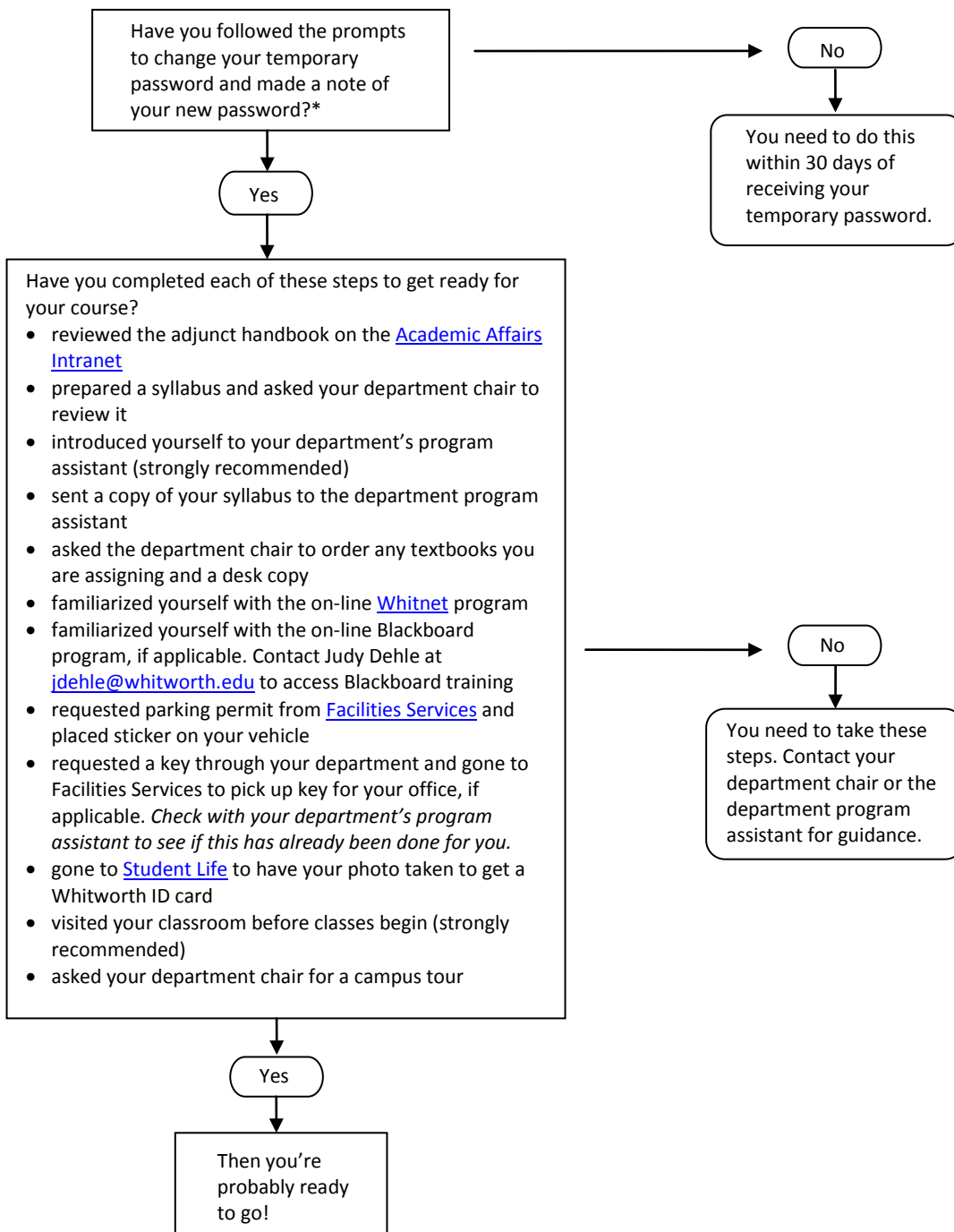
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Adjunct Faculty Flow Chart





FACILITIES SERVICES
(Keys)
School Year Office Hours
M-F, 7 a.m. - 5 p.m.
Summer Office Hours:
M-F, 6 a.m. - 4:30 p.m.
777-3254

STUDENT LIFE
(Photo ID)
Office Hours
M-F, 8 a.m. to 5 p.m.
777-3271
Office Location
Hixson Union Building

ACADEMIC AFFAIRS
McEachran, 2nd Floor
M-F, 8 a.m. to 5 p.m.
777-3203
Adjunct Faculty Resources
<https://www.whitworth.edu/Administration/AcademicAffairs/AdjunctResources/Index.htm>

*If you've completed the Employee Responsibility Agreements (which includes FERPA) and your password has expired, go to <http://www.whitworth.edu/Administration/InformationSystems/HelpDesk/Accounts&Passwords.htm> to reset. If you need additional help, call the Help Desk at 777-3911.



Academic Affairs

Syllabus Elements

Please include all elements below in your course syllabus.

- Instructor name
- Course name and meeting times
- Academic term and year of course
- Contact info (office phone, office location, e-mail address; home phone or cell phone is optional)
- Office hours (desirable but not required for adjunct faculty)
- Course objectives for students. These are usually stated as student outcomes; i.e., “By the end of the course the student will know or be able to...”
- Connection of course to departmental mission and student learning outcomes. The departmental mission and student learning outcomes are listed in the Whitworth Catalog in each departmental section. **If general education course, connection to general education learning outcomes. General Education outcomes are listed in the *Syllabus Guidelines for General Education Courses* found on the Academic Affairs [Forms and Procedures](#) site.**
- Texts or other reading materials
- Any other items required for this course (your own camera, art supplies, etc.)
- Statement on academic dishonesty, and possible penalty for violations

“Please note that I take extremely seriously the university’s policy on the need for academic honesty in all your work. **I refer you to the Whitworth Catalog, and the current Student Handbook, where guidelines on plagiarism and other forms of academic dishonesty are spelled out. Any form of dishonesty in an assignment will lead to a zero on the assignment, and I reserve the right to give a grade of F for the course as well.**” [It is important that the wording in bold be used *exactly* as provided here, to ensure consistency across campus in case a student brings legal action against the university after being disciplined for academic dishonesty.]

In addition, instances of plagiarism can either be reported directly to the associate provost of instruction or submitted through an [Early Alert form](#).

- List of reading and other assignments, including brief description of each assignment to be handed in
- Dates of class meetings
- Assignments and due dates
- Grading standards (including penalties for late work)

- Other expectations (not missing more than xx practices or rehearsals, for example)
- Policy on absences: Whitworth “excuses” absences for participation in its official co-curricular activities. However, this doesn’t mean that students are excused from the work. You can require students to inform you ahead of time that they will be gone and also to make up the work from their missed classes.
- Non-discrimination and special needs: As recommended by the Cabinet and Dean’s Council, please add the following paragraphs:

Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, religion, age or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

If you have a documented special need that affects your learning or performance on exams or papers, you will need to contact the Educational Support Office (Andrew Pyrc – ext. 4534; apyrc@whitworth.edu) to identify accommodations that are appropriate.

Students who have concerns about how they have been treated should contact Dr. Randy Michaelis, McEachran Hall 218, ext. 4402, rmichaelis@whitworth.edu.

- If a class will require off-campus travel, including service-learning, it should be noted in the syllabus (e.g., **“This course may require off-site attendance at an event and students will be required to provide their own transportation.”**).
- If a class requires research with human subjects, refer students to the IRB website to determine the level of approval needed.
(<http://www.whitworth.edu/Administration/AcademicAffairs/SponsoredPrograms/IRB/Index.htm>)
- Upload your completed syllabus to the Academic Syllabi SharePoint site.
<https://processes.whitworth.edu/sites/administrative/SitePages/Syllabi.aspx>

Research Yields Tips on Crafting Better Syllabi

By PAULA WASLEY

Many professors don't give much thought to what students take away from their syllabi. If that's the case, you may want to borrow a page or two from a few researchers who have formally pondered the question:

Watch Your Language

How you frame assignments and requirements on your syllabus can make a world of difference in how students perceive you, says John T. Ishiyama, a professor of political science at Truman State University.

In 2000, Mr. Ishiyama and Stephen Hartlaub, an associate professor of political science at Frostburg State University, compared undergraduates' responses to two hypothetical syllabi for a course on American government, and published the results in the journal *PS: Political Science & Politics*.

While the requirements on both were identical, one syllabus phrased them in negative or "punishing" terms, and the other in positive or "rewarding" terms. For instance, one syllabus told students who did not seek advance permission to miss an examination or due date that they would be "graded down 20%." The other syllabus stated that students who did not seek permission would only be "eligible for 80% of the total points."

While students appraised both classes as having a similar level of difficulty, they said they would be significantly less comfortable approaching the author of the "punishing" syllabus.

"We all know perception is a big part of learning," says Mr. Ishiyama. If students peg you as either approachable or intimidating from the start, he says, "usually it's a self-fulfilling prophesy."

Assert Your Authority

"Probably no other contract we will ever encounter is drafted with so little attention paid to the language," says Diann L. Baecker, an associate professor of languages and literature at Virginia State University.

Ms. Baecker examined pronoun use on syllabi for clues to how faculty members navigate issues of power and authority in the classroom, for a 1998 study in the journal *College Teaching*.

Her tallies revealed that "you" was the most commonly used pronoun (accounting for 55 percent to 82 percent of the pronoun usage on the sample syllabi). "I"s were relatively absent, composing only 9 percent to 38 percent of the pronouns.

More interesting, perhaps, was the lengths to which many instructors went to avoid using any pronouns at all in their syllabi. "There's no mention of who's calculating the grade," says Ms. Baecker.

In her own syllabi, Ms. Baecker lays it all out in "You" and "I" sections that enumerate the specific responsibilities of each pronominal party. "I think it gives you a more honest classroom where the responsibilities are clear," she says.

Framework for the Integration of Faith and Learning at Whitworth: A Proposal

August, 2013

Goals of this Framework:

1. This framework is designed to serve a generative function rather than a restrictive function—to encourage involvement that respects an array of approaches and illuminates options.
2. This framework is designed to promote, with some variations, faith integration as a university-wide endeavor, including faculty, staff and students.
3. This approach aims to provide clarity and common language regarding faith integration in the context of a university that values difference and decentralization.
4. This framework may help guide the creation of faculty development programs, to give direction to support for faith integration efforts.
5. These categories are constructed to help promote strategies for accomplishing Strategic Planning (2021) priorities regarding faith integration.
6. This approach is intended to help provide coherence and thoroughness in the way the institution reports contributions made to the faith integration project.

Preamble:

Whitworth University, a Christian university shaped by Reformed and evangelical theological traditions, is committed to providing its student body “an education of mind and heart.” Whitworth is also informed by the rich diversity of ideas intrinsic to its ecumenical community. Given this vibrant heritage and breadth of perspectives, the call to integrate faith into scholarly pursuits and institutional life is of particular importance and challenge.

Whitworth’s evangelical and Reformed commitments center first on relationship with Christ and authority of Scripture as institutional cornerstones. Beyond these foundational convictions, Whitworth’s distinctly Reformed character echoes throughout community culture and values: that both heart and mind matter; that they are inseparable facets of the whole human being; that acting and understanding, intertwined, are means for service to God. In addition, even as faithful commitment to knowledge is central to university life, we believe in human limitation; the Reformed tradition emphasizes our dependence on God, and God’s final sovereignty over all of life. Thus, efforts to promote integration of faith and learning reflect deep commitment to seeking understanding, cognizance of the limits of human perspective, valuing of God’s creation, and conviction that faith is relevant to all of life.

Whitworth’s Reformed and evangelical character, lived out in ecumenical context, informs the categories of activity around which faith and learning initiatives are organized at Whitworth:

- That each of us, according to John Calvin, has a vocation or calling to serve God in the world—and that work in all spheres of life matters. Thus, one way in which faith may be integrated is to consider academic study and university involvement in the larger context of preparation for vocation—for service to God through every facet of our lives.
- That, while grace is the basis for justification, Scripture calls us to responsible, faithful action. Most centrally, Biblical mandates inform a new kind of ethic—one that is focused on love for God and neighbor.

- That our minds matter—and careful, discerning reflection on ideas in light of Scripture is at the heart of Christian education. This has implications for careful examination of philosophical assumptions of disciplines, viewed in light of biblical doctrine with appreciation and thoughtfulness.
- That faith engages public life as well as personal conviction. We are called into the world for the purpose of extending mercy, and bringing about reconciliation and justice. We are likewise called into the world as grateful people, with appreciation for the good gift of God’s creation, including gratitude for each other and for the remarkable products of human achievement.

Categories:

1) Vocation

The concept of vocation addresses what kind of work we are called to do, which involves career goals, to be sure, but also service to church and society, neighborliness, marriage, and family. The concept of vocation also concerns what kind of people we are called to become. Since the concept of calling or vocation is central to understanding human nature and God’s design for humankind, it is important to explore vocation as an issue related to the integration of faith and learning and how a liberal education applies to purpose and to quality of life. Initiatives promoting conversations around vocation would include but not be limited to mentoring, advising, sharing one’s story, supervision of internships and service learning, as well as classroom assignments and residence hall discussions.

2) Ethics, virtue and public policy

Commitment to faith means commitment to good—including life that reflects Christian virtue, action that is ethical and public policy that is just. On the one hand, there are widely-shared convictions that guide communities and ethical principles that govern professional fields. On the other hand, however, a person’s worldview convictions may call the individual (or community) to commitments to good that extend beyond popular consensus. Thoughtful deliberation regarding these higher convictions—about virtues, ethical commitments and matters of policy—are of central importance in a rich and considered life of faith. In a university setting, ethical considerations enter into the process of acquiring academic knowledge as well as the practices of culture; demonstrating intellectual virtues in learning and moral virtues in community are both central to life in the Christian university. Faculty and staff modeling lives that serve humanity, experiential learning opportunities that allow student to exercise virtues (e.g., service learning, student leadership, athletics), classroom discussions, mentoring and advising, and assignments that consider ethical implications of worldview commitments form the basis for virtuous lives and thoughtfully-considered public policy.

3) Intersection between theological assumptions and academic discipline

Theological assumptions provide a lens through which to assess and critique underlying assumptions of one’s academic discipline. Conversely, assumptions of one’s discipline may illuminate matters of doctrine and practice in the life of faith. Specifically, education that emphasizes worldview categories, basic philosophical concepts, and doctrinal understanding provides a foundation for this philosophical approach to faith integration.

4) Intersection between faith and culture (through public discourse and creative expression)

Contributions of thoughtful Christians often extend beyond the academy into broader culture. As these contributions are made out of a context of faith, they become a central way in which faith and learning

may be integrated. These contributions may take the form of expressions that shape culture, or that offer analytical or critical evaluations of culture; they may take the form of modeling through one’s life a prophetic vision of transforming faith. These initiatives may include public comment on social, scientific and political issues, analysis of ways faith influences culture, artistic expression reflecting values inherent in one’s faith perspective, or work toward social good that is an expression of one’s faith.

Visual framework:

The following graphic may be helpful in visualizing the many forms that the integration of faith and learning may take at Whitworth. The intention of this graphic is not to impose a model with twelve parts, all of which must be fulfilled by any one individual; rather, it offers perspective on the many different avenues available to any community member seeking to understand the implications of faith for all of life.

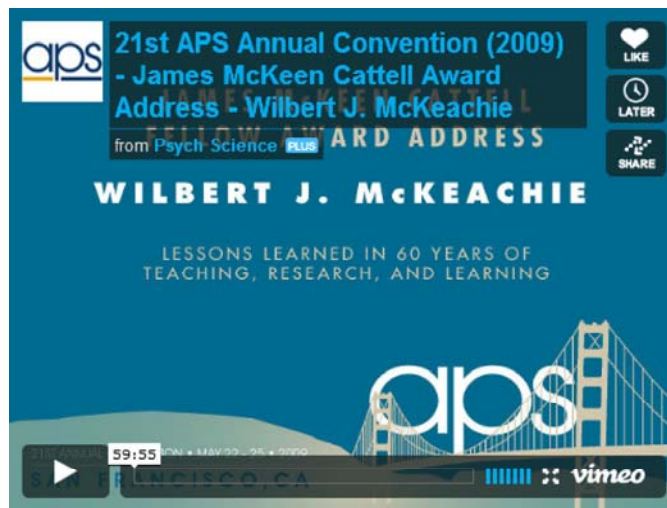
	Vocation	Ethics	Disciplinary Assumptions	Faith and Society
Scholarship				
Coursework				
Mentoring				

Background: This framework is based on a paper written originally by Dale Soden, director of the Weyerhaeuser Center for Christian Faith and Learning.

Note: This framework has been presented to the Academic Advisory Group, the Board of Trustees, the Teaching/Learning/Assessment Committee, the Cabinet and the Academic Leaders Institute.

Lessons Learned in 60 Years of Teaching, Research, and Learning: Wilbert McKeachie's APS Award Address

By **William Buskist**



Related Topics: APS 21st Annual Convention (2009), Teaching



For his James McKeen Cattell Fellow Award Address at the 2009 APS Convention, Bill McKeachie chose to be interviewed rather than to deliver a traditional lecture. In preparing for the interview, I gathered questions from 47 well-known teachers of psychology. Together, these colleagues generated 101 unique questions. Obviously though, with only an hour for the interview during the Convention we could discuss only a fraction of these questions. In selecting the final interview questions, I focused on the most common issues addressed by our question writers.

McKeachie **Buskist:** How did you get started in your teaching career? Who influenced you? What kind of impact did they have?

McKeachie: Well, I think the most influential mentor that I had was Don Marquis. He was my doctoral advisor and the most brilliant person I ever knew. Don had been the chair of the top department in the country at Yale University. And somehow he went from the top department in the country to probably the hundredth ranked department in the country at Michigan. I don't know how they talked him into it but he came out. I guess it was the challenge of trying to build a department — and he built it into what we thought at the time was the best department in the country.

Buskist: What did he do to inspire you in your career?

McKeachie: We were going to write a book on teaching together but he never got his chapter written. However, he encouraged me to write a book or at least to take my mimeographed notes and compile them into a book. So that was certainly an important thing to get me started on something that would eventually become my career.

Buskist: And what a famous career it was to become!

McKeachie: Well, I became famous without trying because I was the only person doing my kind of work, and it wasn't a very wide circle of people with whom I was famous — I became well known for being *the* person in teaching.

Buskist: What is the single most important value about teaching and learning that you discovered early in your career that has stood the test of time?

McKeachie: I think probably the most important principle is that students will be motivated if they feel that you really want them, as individuals, to learn — the most important thing is for students to feel that you know them as individuals and that you are really committed to their learning.

Buskist: So it's kind of like the encouragement you received from your mentor: Someone who showed a genuine interest in you as an individual and in what you wished to accomplish.

McKeachie: Yes. For example, at the end of my lectures, I would often say "I'm going to Espresso Royale," or some other local coffee shop, "and if six or eight of you would like to go along I'd love to have a cup of coffee with you." So, I gave students a chance to get more direct contact with me than they would have had otherwise.

Buskist: What kinds of things would you discuss?

McKeachie: They frequently would ask about the textbook or the lecture. One of the things I learned was they learned more when I wasn't talking than when I was talking. They learned more talking to one another than from listening to me.

Buskist: These informal meetings really gave your students the opportunity to get to know you as an individual and see the personal side of who you are.

McKeachie: Yes, and I think that's important. Students need to feel that the teacher is a human being. Sometimes I think lecturers distance themselves from the audience, but I think students learn more if they see that you are a person who is trying to reach them as human beings.

Buskist: Do you have any advice on how we can do that in the classroom?

McKeachie: I think it's important to learn your students' names. For example, I had one graduate student who got poor student ratings early in the term. One student commented that the teaching assistant "doesn't even know our names!" I talked to this graduate student about the importance of knowing all of his students' names and he said, "What difference does that make? It doesn't have anything to do with learning." I told him try learning their names and see if it makes any difference in the class. At the end of the term, he told me that "Yes, it did make a difference!"

Buskist: Are there any other principles that have stood the test of time?

McKeachie: One of the most important things in teaching well is to be expressive, to use gestures, and to move around. I moved around easily because I would walk to the blackboard to write things on it. The other thing about going to the blackboard is that when you walk to it, the students have a little time to catch up. Movement also attracts attention, so it brings them back to the next thing or whatever else I'm going to do. That's more difficult to accomplish with PowerPoint, I think.

Buskist: What about enthusiasm — how important is this quality to master teaching?

McKeachie: Excellent teachers are enthusiastic teachers — if you don't care about the material how can you expect the students to care about it? It is very important to convey to students that you are excited about the material and about them learning it.

Buskist: Over the course of your career, what changes have you seen in college students?

McKeachie: I think the students of the 1960s represented the biggest changes I noticed in students. The 1960s was the time of creative student activism and strikes. These students were full of idealism — they were very much against the Vietnam War and they had values to which they were firmly committed, although they were sometimes obnoxious.

Buskist: Were you able to use or incorporate that idealism in your teaching?

McKeachie: Yes, I think so. It's important to recognize that students have values and in fact we as a society share certain values. Some teachers think they have to keep their courses value free. I decided very early you can't really do that because your values will be there regardless. I told my students, "I'm a Baptist. I believe God is love. I have certain values that are like that and that may influence the way I teach. I grew up as a Presbyterian in a small rural area and on a farm. Those things are probably going to affect some of the things I say. So, if they are getting in your way, raise your hand, ask a question or challenge me." And that's what some of them did.

Buskist: So you openly invited students to challenge you?

McKeachie: Yes, I think that's very important. It's pretty dull just to listen to someone talk for an hour, although I did get student evaluations saying, "Dr. McKeachie doesn't 'teach' us as much as he should because he spends more time letting us talk to one another and he's not giving us the information we came here to get."

Buskist: That's a very interesting point. Some students and administrators think that if a teacher is not lecturing, then teaching is not occurring. How did you convince students that their involvement in the course is beneficial to their learning?

McKeachie: In whatever we do, even when we are lecturing, it's very important to get across to the students why we are doing it and to give them the theory behind it. If they understand the theory behind your teaching, then they can then apply it themselves in their own learning later on, and they will be more likely to accept what you are doing as a teacher.

Buskist: It sounds like you are saying that it is important that teachers get students to buy into their education.

McKeachie: Yes. Students will come to learn that teachers want them to become lifelong learners, and they can't do that if they don't understand what learning is all about and if they aren't motivated.

Buskist: Was this realization a foundation for developing the "Learning to Learn" course at Michigan?

McKeachie: Yes, that was part of it. I first taught a course in Learning to Learn when cognitive psychology came in vogue because I thought, "Here, we're learning more about how people learn and we should teach students something about that so they can be learners the rest of their lives." I think that is more important than the content in introductory psychology.

Buskist: What kind of success can we expect if we take the time to work with our students in teaching them better learning strategies?

McKeachie: I think students will be more likely to go on to another course in psychology or even to major in it. In fact, research shows that students who have been taught effective learning strategies do better in more advanced classes, not just psychology, but in general (e.g., McKeachie, Pintrich, & Lin, 1985).

Buskist: Let's shift gears here just a bit and talk about the other side of the lectern — the teacher. Over the course of a career, how does one maintain one's enthusiasm and passion for the work? How have you done it?

McKeachie: There needs to be continual challenge. I think that one of the big motivational things in our lives is that we like challenges if we can do something about them. The fact that something that works in one class might not work in another is a good reason for why teachers should keep trying to understand their students: What they are interested in, what is relevant to their lives, and so on. These are the kinds of challenges that motivated me in my teaching.

Buskist: The central idea behind this challenge is that teaching is live, it occurs in real time, and no matter how well prepared you are you never know what's going to happen. Is that correct?

McKeachie: That's right.

Buskist: What would you have to say to those teachers who lack motivation to become good teachers? What can we do to help those teachers who are, for lack of a better term, burned out?

McKeachie: When I was a department chair, I would ask my unmotivated faculty why they felt burned out. We would try to find things they still liked to do. One of the things I did if they didn't like what they were teaching would be to ask them if there was a different course they would like to teach. I wanted to give them a chance to do something that at least they would see as rewarding and try and revive their motivation.

Buskist: So you provided them opportunities to seek a challenge?

McKeachie: Yes, certainly.

Buskist: What role has your life as a researcher played in your ability to maintain your enthusiasm as a teacher?

McKeachie: That's an easy question for me because my research is on learning and teaching, so there was always something more I wanted to understand. I kept getting offers to go into administration and I kept saying to myself, "Maybe once my research gets into shape." But my research never got in shape — there was always something more I needed to do and that's what kept me going.

Buskist: What about those faculty whose research specialty does not involve teaching and learning?

McKeachie: I think that even if you are doing research in other areas, the combination of teaching and research is better than doing either 100 percent. Interestingly, when I chaired the department, I found that faculty who were 100 percent research didn't produce any more research than the ones who were both teaching and doing research.

Buskist: Could you have been happy doing only teaching or only research or did you need the synergy from doing both to help maintain your level of excitement for the work?

McKeachie: I think it helped, but I think I could have been happy just teaching. I love to teach.

Buskist: How long have you been retired?

McKeachie: Well, officially, I quit taking a salary when I was 70, or 18 years ago. However, up until recently, I taught one class each term. I pitched softball for 50 years so my hips wore out and my shoulders wore out and I had to have them all replaced, so I haven't taught the last 3 years.

Buskist: So you truly are the bionic man?

McKeachie: Yes, I set off the alarms when I go through security!

Buskist: What advice would you give to students who are interested in a career in teaching in higher education?

McKeachie: I would advise them to try to get some experience as a teaching assistant, so they can find out how much fun teaching can be. I always try to persuade new teachers that it's good to teach introductory psychology because this course keeps one up-to-date on the whole field of psychology.

Buskist: Any other advice — say for graduate students who are on the verge of becoming assistant professors?

McKeachie: I would say two things to them. First, find a person in the department or on campus with whom you can talk about teaching. Sadly, many faculty never talk to one another about their teaching — I think they would find that they would be better teachers if they would just talk to each other about their teaching, what seems to be working, and what seems not to work, and so on. Second, avoid sarcasm. I think it can be devastating to some students.

Buskist: Very good. We have talked about motivation in teaching, but what about motivation for learning? For example, how might teachers approach students who seem not only disinterested in psychology, but disinterested in their own education?

McKeachie: One thing that I did that seemed to work quite well for some students was to ask them to write their life's goals. I would ask them, "What would you like to be like 50 years from now or what would you like people to say about you when you die?" Then, I would say, "Now write down what you have to do while you are in college to achieve those goals." Next, I would ask them to break the process down even further: "What do you need to do this year to reach these goals?" But I would not stop there; I also asked them "What do you need to do this month? This week? In this class?" and so forth. I think by breaking down long-term goals into short term goals that must be accomplished immediately, teachers can motivate their students to stay interested in their courses and to stay interested in what college has to offer.

Buskist: What in your mind stands out as the key characteristics of a good teacher or a master teacher?

McKeachie: Master teachers have many different characteristics, but I think enthusiasm is perhaps the most important one. You obviously also want to have some understanding of the subject matter, and another important quality is the willingness to admit that you don't know some things.

Buskist: How does one go from being a mediocre teacher to being an excellent teacher?

McKeachie: In addition to talking to others — colleagues as well as students — pay attention to student evaluations of your teaching and try to collect them earlier rather than later in the term. When I was teaching, I would collect ratings after the first month of classes. I would look them over and talk about them with my students. I would say "Here are some of the things you said in the ratings and here are some of the things I'll try to do differently, but what are some of the ways you would like me to deal with these?"

Buskist: You openly discussed your student evaluations with your students?

McKeachie: Yes, and over the years I learned how to become a better teacher because of those discussions.

Buskist: Do you have any advice to those teachers who are anxious about getting negative evaluations?

McKeachie: There are always two or three students in every class who will be negative about your teaching and their comments are what will stick in your mind. I think it is important for all teachers to know that they should not expect to be universally liked by their students — outside of your life as a teacher, you will not make friends with everyone you meet, so you shouldn't expect everyone to love you as a teacher. I never got perfect ratings, except one term when I was a teaching assistant.

Buskist: What about improving teaching in general? Are college professors better teachers today than they were several decades ago?

McKeachie: Yes, teaching is *a lot* better than it used to be. Around 1960, we founded the first teaching and learning center in the U.S. (the Center for Research on Learning and Teaching) to improve teaching at the University of Michigan. Now almost every university has some sort of center or a committee that is devoted to improving teaching. I think these sorts of efforts have helped elevate the overall quality of teaching and learning that goes on in higher education today.

I also think that having faculty create teaching dossiers or portfolios has improved teaching. Creating these documents helps because it gets faculty to think about collecting evidence that they are, in fact, good teachers. I also think these documents provide evidence that promotion committees take more seriously than simply a set of student evaluations.

Buskist: What is the fate of the university? Will it survive the tremendous shifts in world cultures that are being brought about by rapidly advancing technologies?

McKeachie: Boy, I probably won't be around to find out, but yes, I think it will survive. Universities are very adaptive and will change to meet the needs of the times. Obviously, technology has made a difference, but what technology does is to provide useful tools for teaching and, over time, teachers learn to adapt these tools to achieve their goals.

Buskist: Do you think that distance education is a threat to university survival?

McKeachie: No, I don't think so. I don't think it's going to displace face-to-face classes. As human beings, we are motivated by other human beings. Being able to see facial expressions and other nonverbal cues is something you can't duplicate as easily in distance education, even though you can put visual images on a computer monitor or projection screen. It does not provide a strong sense of having another human being deeply involved with you and trying to help you learn.

Buskist: So teaching truly is social psychological?

McKeachie: Yes, I think so.

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Possible Academic Accommodations

The following are examples of specific disability-related accommodations that students and faculty have used successfully.

<i>Disability</i>	<i>Accommodation</i>
Low Vision	<ul style="list-style-type: none">• Seating near front of class• Large print handouts, lab signs, and equipment labels• TV monitor connected to microscope to enlarge images• Class assignments made available in electronic format• Computer equipment to enlarge screen characters and images
Blindness	<ul style="list-style-type: none">• Audio taped, Brailled, or electronic lecture notes, handouts and text• Verbal descriptions of visual aids• Raised-line drawings and tactile models of graphic materials• Braille lab signs and equipment labels, auditory lab warning signals• Adaptive lab equipment (e.g. talking thermometers, calculators, light probes, and tactile timers)• Computer with optical character reader, voice output, Braille screen display and printer output
Hearing Impairment	<ul style="list-style-type: none">• Sign Language interpreter, FM system, notetaker, real-time captioning• Open or closed-captioned films, use of visual aids• Written assignments, lab instructions, demonstration summaries• Use of electronic mail for class and private discussions• When questions are asked, the professor repeats the question before answering
Learning Disability	<ul style="list-style-type: none">• Notetaker and/or audio-taped class sessions, captioned films• Extra exam time, alternate testing arrangements• Computer voice output, spellchecker, and grammar checker
ADD/ADHD	<ul style="list-style-type: none">• Present information clearly and consistently; lessons should be organized• Provide seating option for student to sit away from the windows and open doors or hallways• Involve student in short, small group, cooperative, or peer learning activities• Write new vocabulary words on the board; connect new vocabulary with tangible, concrete models, pictures, demonstrations, etc.
Mobility Impairment	<ul style="list-style-type: none">• Notetaker/lab assistant, group lab assignments• Classrooms are moved to accessible locations• Hand-held spray units and safety showers• Class assignments made available in electronic format• Computer equipment with special input device (e.g., voice input)
Health Impairment	<ul style="list-style-type: none">• Notetakers• Flexible attendance requirements and extra exam time• Assignments made available in electronic format, use of e-mail to facilitate communication



Academic Affairs

Academic Honesty

Just as the faculty, staff and administration at Whitworth strive to be forthright, direct and honest, and to value integrity in all their dealings, the university expects all students to function in like manner. Students are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical action. In all academic exercises, examinations, papers and reports, students are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. This policy will be specified in the syllabus for each course.

Definition of plagiarism: Plagiarism occurs whenever a person attempts to pass off as his or her own work, either verbally or in writing, the words and ideas of others. Plagiarism most often occurs in projects that require independent preparation (outside of class); although it can occur in essay examinations, this is not generally the case. Plagiarism can be either inadvertent (a failure to understand the responsibility for acknowledgment or the means by which acknowledgment should be made) or willful (with a conscious intent to deceive).

Definition of cheating and dry-labbing: Cheating is any academic activity in which the student submits for grade or credit work that is not his or her own and/or work that has not been done within the structure and context established by the assignment. Students may plagiarize in a variety of ways: copying another student's homework, copying answers from another student's test, bringing unauthorized notes or materials to an exam, copying another student's lab notes, or making up fictitious lab results (also known as "dry-labbing"). All cheating is regarded as willful deception.

Consequences of violations of the policy on academic honesty:

- The faculty member will confront the student(s) in cases of suspected violations of the policy on academic honesty and will keep a written record of the incident.
- The faculty member will assess the gravity of the violation and determine the consequences, which may range from a failing grade on a specific assignment to a failing grade in the course.
- The student has a right to appeal any faculty member's decision to the Whitworth Academic Affairs Office.
- The faculty member will submit a written report of policy violations, with their consequences, to the Academic Affairs Office.
- The student will receive a warning after the first violation.
- If a student violates the academic honesty policy a second time, depending on the nature of the violations, he or she may be suspended for the remainder of the current term or for a longer period.

—Information from online Course Catalog <http://catalog.whitworth.edu/academicinformation/>

Virtual Salt

<http://www.virtualsalt.com/antiplag.htm>

An informative website written to a faculty audience and focused on educating students about plagiarism. Includes information on detecting, verifying, and combating plagiarism.

Cheating 101: Paper Mills and You

<http://www.coastal.edu/library/presentations/papermil.html>

Revised from a teaching effectiveness seminar. Overview of student motivation for cheating, faculty reluctance to report plagiarism and Internet Paper websites. Includes help for professors in identifying plagiarized papers, verification, and techniques to lessen opportunities for plagiarism. Extensive bibliography and links to additional plagiarism sites.

Electronic Plagiarism Seminar

<http://www.lemoyne.edu/library/plagiarism/index.htm>

Very thorough website with guides for students, guides for educators, lists of Internet Paper websites and detection websites, websites to understand copyright law, and a discussion of honor codes and academic integrity. Extensive bibliography.

—Information provided by the Whitworth University Library

FACULTY TIPS: TEACHING INTERNATIONALS SUCCESSFULLY

By Janice Jenkins, Pennsylvania College of Technology

Many international students who have been in the United States for one or two semesters are still getting accustomed to the requirements of our system of education. Like many students, they often need to hear information more than once. Here are some points to emphasize with international students.

The importance of reading the syllabus: the syllabus provides the most comprehensive information about the class and the academic expectations of the course. International students should be reminded to read this document carefully and to hold on to it for reference.

The importance of office hours: the international student may be completely unfamiliar with the idea of talking to an instructor during office hours and will probably think that an appropriate time to discuss questions, grades or problems is before or after class. It will be useful to remind him or her that private discussions can be handled more successfully during office hours.

The importance of attendance: remind the student that for successful completion of the course, attendance at each class is essential. If attendance is part of the final grade, another reminder may be appropriate in order to avoid problems at grading time. A strong reminder about tardiness may be necessary as an international student may have a different concept of "on time" than you do.

It may be helpful at the beginning of the semester to encourage an international student to visit you during office hours to go over some of the above suggestions. You may have to take the initiative and schedule an appointment for the student. This initial meeting will give you and the student an opportunity to establish a positive relationship. This will be a good time to go over class expectations and to allow the student to ask questions.

Some other suggestions: use of a written outline to guide international students. Have international students tape your lectures, provided the student does not consider the tape recorder a substitute for attendance. Another suggestion that benefits everyone is peer assistance. Pairing an international student with a domestic student in a classroom setting often benefits both students.

Class Session Planning Sheet

COURSE:

DATE:

PURPOSE:

TO DO IN CLASS:

TAKE TO CLASS:

1.

Handouts

2.

3.

4.

Other

5.

6.

7.

TO COLLECT:

ASSIGNMENTS:

1. Readings:

2.

ANNOUNCEMENTS

Whitworth Webpage Map

Follow these steps to find the Adjunct Resources or type the desired link in your browser window.

1. Homepage - <http://www.whitworth.edu/>
2. Pirate Port - <https://portal.whitworth.edu>
3. Academics - <http://www.whitworth.edu/academic/index.htm>
4. Academic Affairs - [Whitworth University Academic Affairs](#)
5. Adjunct Resources -
<https://www.whitworth.edu/Administration/AcademicAffairs/AdjunctResources/Index.htm>
6. Academic Syllabi - <http://teams/Pages/default.aspx>
7. Institutional Policies
<http://www.whitworth.edu/GeneralInformation/InstitutionalPolicies/Index.htm>
8. Registrar's Office <http://www.whitworth.edu/Administration/RegistrarsOffice/Index.htm>
9. Registrar's Forms <http://www.whitworth.edu/Administration/RegistrarsOffice/Forms/Index.htm>

External link to the "Teams" SharePoint home page: <https://sp.whitworth.edu>

Users log on the same as you would on campus:

User Name: admin\username (ex: admin\jpeacock)

Note: *Must use a back slash not a forward slash*

Password: network password

Adjunct Resources:

- Adjunct Checklist
- Adjunct Faculty Handbook
- Blackboard
- Characteristics of an Excellent Professor
- Class Session Planning Worksheet
- Early Alert Forms
- Employee Responsibility Agreements
- Grade-Change Form
- Syllabus Elements
- Weekly Schedule
- Writing-Intensive Course Guide

Student Concerns

For **traditional undergraduate students**, if you have concerns about their academic performance or behavior, please submit an Early Alert form.

https://publicdocs.maxient.com/reportingform.php?WhitworthUniv&layout_id=1 .

For **continuing studies students**, please contact their student advisor.

For **graduate program students**, please contact the program director or, if unavailable, another person in department leadership (e.g., department chair or dean).

In Case of Emergency

In case of emergency, of course, contact 911.

If it is not an emergency, but concerns are urgent, contact:

Campus Security 777-4444

Student Life 777-3271

Your department chair

RAVE Information Whitworth University Emergency Response

Whitworth University recognizes the safety and well-being of the campus community as our highest priority. We have put in place the staff, planning and resources necessary to respond effectively to a broad range of possible emergencies. A foundational principle of our crisis communications plan is to be proactive and open in communicating with students, parents, employees and others.

In the event of a campus emergency, information updates will be available through the campus news section of our home page at www.whitworth.edu, through the Whitworth switchboard at 509.777.1000, and through e-mail messages sent to students, parents, faculty and staff. In addition, Whitworth uses Rave, a text messaging service, to send notices about ongoing, life-threatening emergencies to mobile devices of students, parents*, faculty and staff who sign up for the service. Local television and radio stations may also have information available on their broadcasts and websites.

Register your emergency contact information with our text notification system, RAVE. Providing emergency contact information is a valuable tool for your safety. Please register your information now at the following link: [Register Your Emergency Contact Information](http://www.whitworth.edu/GeneralInformation/EmergencyResponse/Index.htm) or at <http://www.whitworth.edu/GeneralInformation/EmergencyResponse/Index.htm>

Whitworth's Emergency Response Plan (ERP) is based on the National Incident Management System (NIMS) used and recommended by local, state and federal emergency-response agencies. The ERP positions the institution to respond to any type and scope of emergency (i.e. natural disasters, pandemic flu or a building fire) and to integrate smoothly with emergency responders from off campus. The ERP has been reviewed and updated within the past year. Staff members with assigned responsibilities in the plan have participated in campus training and exercises to refine our level of preparation.



Midterm Course Evaluation

- 1. The best thing about this class is ...**
- 2. The worst thing about this class is ...**
- 3. I would get more out of the class if the instructor would ...**
- 4. I would get more out of the class if I would ...**
- 5. I wish we would spend more time on ...**
- 6. The textbook is ...**

Student Survey on Instruction

Whitworth has partnered with Online Course Evaluations to conduct the survey on instruction online. Students and faculty receive emails when the evaluation period begins and reminder emails throughout the period. Faculty receive an email at the end of the evaluation period when the survey results are available. The questions on the survey are listed below. The survey has space for comments at the end. The students are given these options: strongly disagree, somewhat disagree, neutral, somewhat agree, strongly agree, not applicable.

1. I attended all or nearly all class sessions.
2. I took initiative to participate in class.
3. I took personal responsibility to work hard and do well in the course.
4. I took personal responsibility to complete assignments in this course.
5. I learned the most important areas of content taught in this course.
6. The course objectives were clearly specified in writing and in class.
7. The instructor explained the connection between assignments and the course objectives.
8. The instructor explained what was expected of me in this course.
9. The instructor managed class time effectively.
10. The instructor presented the course material clearly.
11. The instructor was enthusiastic about the course.
12. The instructor allowed ample time for questions and comments in class.
13. I could get the instructor's help out of class if I needed it.
14. The instructor provided timely and helpful feedback on the assignments so that I could improve my performance.
15. The instructor explained the criteria used in assessing my work.
16. The instructor's comments and actions demonstrated a positive attitude toward students.
17. The instructor conducted the course in a way that is consistent with the mission and goals of the university.

Whitworth University Faculty Schedule

Name	Department	Phone	Term	Year	
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:00-8:55	8:00-9:20	8:00-8:55	8:00-9:20	8:00-8:55
9:05	9:05-10:15/9:05-10:00	9:30-10:50	9:05-10:15/9:05-10:00	9:30-10:50	9:05-10:15/9:05-10:00
9:30			9:05-10:15/9:05-10:00		
10:25	10:25-11:35/10:25-11:20	11:00-11:30 Chapel	10:25-11:35/10:25-11:20	11:00-11:30 Chapel	10:25-11:35/10:25-11:20
11:00			10:25-11:35/10:25-11:20		
11:45	11:45-12:40	11:45-12:40	11:45-12:40	11:45-12:40	11:45-12:40
12:50	12:50-1:45	12:50-2:10	12:50-1:45	12:50-2:10	12:50-1:45
1:55	1:55-3:05/1:55-2:50	2:20-3:40	1:55-3:05/1:55-2:50	2:20-3:40	1:55-3:05/1:55-2:50
2:20			1:55-3:05/1:55-2:50		
3:15	3:10-5:00 Faculty Governance	3:50-5:10	3:15-4:10	3:50-5:10	3:15-4:10
3:50			3:15-4:10		
4:20			3:15-4:10		
5:00					
5:40					
6:30	6:30-9:30	6:30-9:30	6:30-9:30	6:30-9:30	6:30-9:30

Please indicate office hours: Full-time Faculty – six hours (Faculty Handbook 6.6.1)

Post in Academic Affairs/Faculty Schedules on Campus Drive



**CS172 SECTION 1
COMPUTER SCIENCE II SYLLABUS
FALL 2010**

Instructor: Kent L. Jones
(kjones@whitworth.edu)

Office Hours: Tue/Thu 9:00 a.m. - 11:00 a.m.
Mon/Wed 1:00 p.m. - 2:00 p.m.
If you can't meet me at these times please feel free to make an appointment. I want to help you!

Contact Info: Office: Lindaman 206B (Research Lab)
Phone: (509) 777-4664

MSN: kjones@whitworth.edu,
Yahoo!: Tnek.Senoj Google:
TnekSenoj,
AIM: kjones@whitworth.edu

Course Time and Location: TTH 12:50PM - 02:10PM
Lindaman 201

Course Description: This class focuses on fundamental computer science techniques for developing solutions to a wide range of problems facing the world today. A great diversity of disciplines in the world today can benefit from the solutions that computer scientists can offer. Develop an intermediate-level of critical thinking skills that allow one to research, analyze, design, and develop computer automated solutions to almost any of this wide array of relevant and interesting problems.

- Course Goals:**
- CG 0: **Explore Potential Career Applications of Computer Science:** For example: biology, bioinformatics, business, communications, developing nations, economics, education, engineering, environmental sciences, everyday life, mathematics, medicine, publishing, Industry, military, networking, privacy, telecommunications, etc.
 - CG 1: **Learn the important building blocks of computational solutions**
 - **Second Level C++ Data Structures:** arrays, classes, pointers, characters, strings, files
 - **Second Level C++ Algorithmic Techniques:** Modeling Problem Data, Choosing Algorithms to automate Solutions, recursion, file I/O, searching, simple sorting
 - **Second Level C++ Implementation Techniques:** dynamic memory allocation, Operator Overloading, Inheritance and Polymorphism
 - **Beginning Application Development Libraries:** Learn to use the STL, and to create simple Windows applications
 - CG 2: **Explore the connections between Computer Science and Mathematics understand how interesting computational problems are equivalent to discovering proofs**
 - CG 3: **Use critical thinking techniques to approach problem solutions**
 - **Information seeking:** Pursue relevant information in the analysis and evaluation of something.
 - **Research:** Transform or expand existing knowledge by studying prior research and then transforming that knowledge based on new observations and evidence.
 - **Analysis:** Break a whole into pieces to discover characteristics and functional relationships.
 - **Evaluation:** Examine something and rank the important characteristics by value or merit.
 - **Logical reasoning, inference:** Draw conclusions based on evidence, logical reasoning.

- **Interpretation and explanation:** Establish the significance and meaning of an observation and making a statement that gives reasons for the conclusions.
- **Prediction:** Envision the outcome and consequences of a particular plan of action.

CG 4: Increase confidence and ability to apply computational problem solving in a career

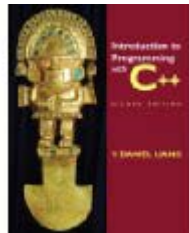
- **Learn how to describe problems**
 - Apply a structured approach to problem analysis
 - Understand how to read and develop problem specifications
- **Learn approaches to designing solutions using software engineering techniques**
 - Apply a structured, Object Oriented (OO) approach to analysis, design, development, testing and documentation of computer programs
 - Learn to identify and avoid various programming bugs

CG 5: Increase confidence and ability to communicate problems and solutions

- Increase teamwork skills
- Increase effective presentation skills
- Increase effective technical writing skills

Learning Methods: Students will complete several programming assignments designed to reinforce concepts learned through reading and lecture. The course includes periodic quizzes, two examinations, homework assignments and a final group project with project presentation.

Text:



Introduction to Programming with C++

By Y. Daniel Liang, 2009

Second Edition, Prentice Hall Publishers, Inc.

ISBN 0-13-609720-0

Department Goals (DG) Addressed in this Course: **DG 1: Demonstrate an appropriate theoretical foundation in computer science.** Students will learn about the “science” of computing. A strong theoretical foundation provides a basis for a field requiring continual learning. Students will also obtain a level of math proficiency suitable to their chosen track within computer science.

DG 2: Develop the proficiency for software engineering.

Computer scientists must be proficient programmers and adapt to multiple programming languages. Students must understand standard software engineering principles and have strong core technical skills. Students must be capable of translating knowledge and theory into practice.

DG 3. Cultivate problem solving and critical thinking skills.

Successful graduates must have the ability to approach problems from many different angles and explore effective solutions. They must possess a confidence not only in their foundational knowledge but in their ability to search for and discover new solutions. They must have the ability to apply their analytical skills when confronting critical thinking challenges, changing professions, or exploring new problem domains.

DG 4 Learn interpersonal skills and develop the ability to effectively function in teams.

It is critical that computing professionals are able to work successfully with a variety of people on teams. They must be capable of coordinating design and development among team members. They must be able to work effectively with team members from other disciplines.

DG 5. Demonstrate proficiency in communication skills - written, verbal, and presentation.

Computing professionals are called to effectively communicate in verbal and written form. Regular project-oriented venues include software engineering documents, proposals, presentations, demonstrations and general coordination. They must be capable of gathering customer requirements, of defining application specifications, of discerning appropriate information for presentations and of delivering oral presentations that inform project-oriented solutions to technical and non-technical audiences.

- Requirements:**
- Regular attendance
 - Complete the assigned readings
 - Completion of homework and programming assignments
 - Completion of final project and presentation in class
 - Class participation and involvement

- Attention and Asking Questions:**
- Questions are encouraged.
 - Ask for clarification whenever you are confused or need further information on a particular topic presented in class.
 - Do not denigrate (belittle, make fun of) other student's questions or requests for clarification.

- Assignments:**
- Complete assignments on the designated due date and in the manner specified in the instructions.
 - You can expect to spend a minimum of 2 hours outside of class for each class period.
 - Put your programs in your personal \\CS1\CS_Students\username\CS172 folder for this class.
 - Keep backup copies (somewhere else besides CS1) of all your assignments and projects that you turn in.
 - Keep all assignments, projects, and exams that we hand back to you.
 - Write clean legible code that meets the specifications (i.e. works correctly) and contains meaningful comments.
 - Consult Blackboard (<http://go.whitworth.edu>) to find the most current class information etc.

- Policy on Due Dates:**
- Due dates are firm. Assignments submitted late will have **5% deducted per late day**.
 - **Assignments will NOT be accepted beyond 6 school days.**
Example: Due date = Friday; last acceptance with penalty = the following Friday.
 - There are **no make-ups for missed quizzes**. The lowest quiz score will be dropped.
 - With a documented excused absence, **Exams** may be rescheduled prior to the exam date.

Policy on Unexcused Absences: Students with either three consecutive unexcused absences or eight total unexcused absences will automatically receive a grade of WF (F) at the end of the semester.

Academic Honesty Policy: Please note that I take extremely seriously the university's policy on the need for academic honesty in all your work. **I refer you to the Whitworth Catalog, and the current Student Handbook, where guidelines on plagiarism and other forms of academic dishonesty are spelled out. Any form of dishonesty in an assignment will lead to a zero on the assignment, and I reserve the right to give a grade of F for the course as well.**

The following examples are not an exhaustive list. These are simply provided for clarification:

Examples of academic honesty for this class:

- Turning in one's own work
- Obtaining help from either the instructor or course grader
- Discussing assignments with fellow student(s)
- Submitting one copy for multiple students for projects where the instructor specifically permits or requires students to work together
- Getting or giving help with syntax errors, runtime errors or on how to run the computers

Examples of academic dishonesty (cheating) for this class:

- Turning in other's programs or homework as your own
- Copying other's programs, tests, quizzes, homework answers, etc.
- Submitting one copy for multiple students on individual assignments
- Copying someone else's work and then modifying it to look like your own work

Grading Standards:

Course Component	% of Total Points
Homework, Labs	45%
Quizzes	5%
Exams (2)	30%
Final Project	20%

Total % Earned	Grade
90% - 100%	A- to A
80% - 89%	B- to B+
70% - 79%	C- to C+
50% - 69%	D- to D+
0% - 49%	F

Evaluation Guide for Programming Problems: NOTE: The following general guide illustrates how your projects (and some assignments) are assessed. Individual assignments may vary.

25%	Problem analysis: Does the design exhibit a general understanding of the problem , even though it may not work correctly?
50%	Execution and Results: Does the project work correctly and generate the correct answer(s) according to the problem specifications?
15%	Quality and Maintainability: Is the project well designed , contains comments and contains clean code that follows recommendations given in class, the book and study guides?
10%	Efficiency and Creativity: Top projects designs show ingenuity, creativity , and efficiency as well as being readable and easy to follow .

Solving Difficult Problems: During the course of the semester you will encounter difficult and challenging problems. You may not be able to solve all problems by yourself. Use the following guide to help you approach these types of problems:

1. Read the problem statement carefully (2 – 3 times).
2. Refer to the class handout for problems that may be similar to the problem you were given. Read the handout carefully and the assigned reading carefully.
3. Refer to any additional materials that your instructor provides.
4. Attempt to solve the problem by yourself.
5. If you still have problems, discuss the problem with your fellow students. We encourage you to form “study discussion groups” to discuss possible solutions (at a high level) to the programming problems, but we discourage “group programming” or sharing code except on specific group projects when specified.
6. If you still have difficulties seek out a TA or your instructor.

**Electronic
Devices &
Music During
Class Policy:**

- During **hands on lab time**, you may use headphones to listen to MP3 players, CD players, radios, and similar devices. You must not use these devices (or cell phones) during lecture time.
- You may use a laptop to take notes during class, however, please do not work homework, browse the web, etc. using either the lab computers (or laptops) during the lecture portion of the class.
- Please respect the need of your fellow students to concentrate and do not play music on the lab computer's speakers unless you have received the instructors permission to use music for a presentation.

**MSDN
Academic
Alliance:**

Whitworth University joined the Microsoft Developer Network Academic Alliance (MSDNAA). Through this alliance students are able to download many of the Microsoft software products developers use at no charge, including Visual Studio .NET. Contact me if you have not received an email from the MSDNAA, and wish to download this software.

Special Needs:

Whitworth University is committed to providing its students access to education. If you have a documented special need that affects your learning or performance on exams or papers, you will need to contact the Educational Support Office (Andrew Pyrc – ext. 4534) to identify accommodations that are appropriate.

**CS172 SECTION 1 TENTATIVE SCHEDULE
COMPUTER SCIENCE II, FALL 2010**

NOTE: Detailed assignments and lecture notes will appear on Blackboard as this course progresses.

DATE	TOPIC	READING	ASSIGNMENTS DUE
Thu, Sep-09	Introduction to CSII and CSI Review Assignment		
Tue, Sep-14	CG0: Explore Potential Careers in Computer Science		HW1: Review
Thu, Sep-16	CG4: Designing Solutions with O.O. Soft. Engineering DEPT PIZZA PARTY 5:30-6:30 LINDAMAN	Ch 9.1-9.11	
Tue, Sep-21	CG1: Building Blocks: Data Structures: Classes and Objects CG0: Foundations Discussion: How is Computer Science being Applied in Different Disciplines?		HW2: Computation and Careers
Thu, Sep-23	Quiz On Chapter 9 CG1: Implementation Techniques: STL string class	Ch 10.1-10.13	
Tue, Sep-28	CG1/CG4: Computational Solutions with O.O. Design		HW3: Classes
Thu, Sep-30	CG1: Building Blocks: Pointers	Ch 11.1-11.6	
Tue, Oct-05	Review, Reflection (What have I learned?), and Response (?)		HW4: O.O. Solutions
Thu, Oct-07	EXAM 1 Chapters 9 - 10		
Tue, Oct-12	CG1: Building Blocks: Dynamic Memory Allocation	Ch 11.7 – 11.13	
Thu, Oct-14	Quiz on Chapter 11 LAB		HW5: Pointers and Dynamic Memory
Tue, Oct-19	CG1: Building Blocks: Templates	Ch 12.1 – 12.5	
Thu, Oct-21	Quiz on Chapters 12.1 – 12.5 CG1: Building Blocks: Vectors	Ch 12.6 – 12.8	
Tue, Oct-26	LAB		HW6: Templates and Vectors
Thu, Oct-28	Quiz on Chapters 12.6 – 12.8 CG1: File I/O : Text I/O	Ch 13.1 – 13.6	
Tue, Nov-02	CORE PRESENTATIONS		
Thu, Nov-04	Quiz on Chapters 13.1 – 13.6 CG2: Connections to Mathematics: The Rational Class CG1: Implementation Techniques: Operator Overloading	Ch 14.1 – 14.7	HW7: File I/O
Tue, Nov-09	Review, Reflection (What have I learned?), and Response (?)		
Thu, Nov-11	EXAM 2		
Tue, Nov-16	CG1: Implementation Techniques: Inheritance/Polymorphism	Ch 15.1 – 15.3	
Thu, Nov-18	Quiz on Chapters 15.1 – 14.3 CG1: Implementation Techniques:	Ch 15.4 – 15.9	HW8: Final Project Proposal

	Inheritance/Polymorphism		
Tue, Nov-23	Introduction to Programming Windows Applications		
Thu, Nov-25	THANKSGIVING BREAK		
Tue, Nov-30	CG1: Implementation Techniques: Recursion	Ch 17	
Thu, Dec-02	Quiz on Chapter 17 Final Project Lab Day		HW9: Recursion
Tue, Dec-07	Final Project Lab Day		
Thu, Dec-09	Final Project Lab Day		
Tue, Dec-14	CG5: Communicate Problem Solutions : Final Project Presentations 1:00 pm - 3:00 pm		Final Projects Due

Southern Writers

English 331W: Southern Writers
 Fall 2010
 WM 246
 Tuesday 6:00 – 9:00 pm

3 semester credit hours

Dr. Laura Bloxham
 777-4514 (office)
 467-8843 (home)
lbloxham@whitworth.edu
 Office: WM 242
 Office hours: M 11-11:45;
 WF 11-12:45; W 3:15-5.

“When Walker Percy won the National Book Award, newsman asked why there were so many good Southern writers and he said, ‘Because we lost the War.’”

--Flannery O’Connor, *Mystery and Manners*, 59

This course in major Southern writers of the twentieth century will give some attention to the historical impetus for this congregation of some of America’s greatest writers. Why the South? Why this point in time? Why the widespread influence on American literature in general?

This course has no prerequisites, but literature courses are recommended, especially those courses where students have written literary analysis.



English department mission and goals as related to this course

Mission Statement

The English program is comprised of three emphases: literature, writing, and preparation for secondary teaching. All majors in English take a core of courses that lay a foundation in great literature, plus a grounding knowledge of literary concepts, terms, and critical theories. Careful reading, judicious research, and clear and imaginative writing comprise the program’s goals for a Whitworth English major. Additionally, the English program seeks to instill in our graduates a love both of reading and writing. Through our courses, research, and shared community projects, we hope to instill in our students a life of spiritual commitment and a resolution to act as stewards of God’s creation while promoting civil and personal justice at home and in the community.

Student Outcomes

1. At the completion of Lower Division coursework, English majors should:
 - a. Demonstrate a command of foundational literary terminology (e.g. irony, sonnet, genre, blank verse).
 - b. Demonstrate a basic understanding of the eras of both British and American literary history.
 - c. Demonstrate the ability to give a critical reading of several genres of literary texts (e.g. poem, essay, short story, novel).
2. By graduation:

In addition to the above list of knowledge and skills both Tracks I & II (Literature & Writing):

- a. Demonstrate more advanced literary skills (over Sophomore level), including:
 1. Improved ear for good writing
 2. Improved oral interpretation and presentation skills.
 3. Significant advance in literary and personal vocabulary.
 - b. Demonstrate improved critical thinking and writing skills.
 - c. Demonstrate facility with and application of several critical approaches to literary analysis, such as those strategies used by feminist, formalist, new historicist, post-colonial, etc., theorists.
 - d. Demonstrate a command of research methods, bibliographic resources & documentation.
3. In addition to the above Upper Division objectives for both Tracks I & II:
Track I (Literature) English major, at the completion of Upper Division work, should:
- a. Demonstrate in-depth knowledge of several literary eras and the major writers and works of those eras.
 - b. Demonstrate an ability to write a variety of kinds of literary analysis.

Faith & Learning Goals: Students will have the opportunity to explore their faith primarily through reading content, research interests, and through reflective essays and/or journal assignments as may be appropriate to specific courses. Furthermore, many of our courses integrate Service Learning components into their course requirements. As we have stated in our mission statement, we hope our students will decide on a life of spiritual commitment, and a resolve to act as stewards of God's creation while promoting civil and personal justice at home and in the community.

Goals for this course and relation to the mission and educational goals of the university:

1. Mastery of the content, including stylistic techniques, of several works by Southern authors. The content of this particular course has a strong strain of religious elements and thus reflects both the mission and educational goals of the college, the integration of faith and learning. This course goal has as its primary focus the college's intellectual depth goal.
2. Development of critical thinking and writing skills so as to understand the literature, its specific content, its implications, its relationship to the larger body of literature, and its relationship to our lives. This goal is part of the college's goals on critical thinking, effective communication, multicultural understanding within America, Christian faith, and ethical decision-making. We live in a broken world. Literature often surrounds the brokenness and present characters who "face ambiguity, embody personal conviction, and courageously combat evil in families, communities, the nation...."(previous Whitworth catalog).
3. Outcomes: In-class writings assure accountability for the reading, but also assess critical reading, thinking, and writing. Symposium papers assess personal engagement, critical reading, thinking, writing, and verbal skills. The short paper assesses critical reading, thinking, and writing skills. The research paper assesses research and integrative thinking and writing skills. Because of the nature of the material, the level of the class, and the maturity of most students, assessment does not specifically utilize the lowest level of Bloom's taxonomy, but significantly addresses the higher levels.



Significant Web site

Center for the Study of Southern Culture:

<http://www.olemiss.edu/depts/south/index.html>



- September 14: Introduction

 Maya Angelou videotape

 Treats sign up
- September 21: Tennessee Williams, Cat on a Hot Tin Roof {N.B. Read both
 versions of final act}

 In-class # 1
- September 28: Eudora Welty, The Ponder Heart and One Writer's Beginnings

 In-class #2

 Hand out Faulkner paper assignment
- October 6: William Faulkner, The Sound and the Fury and appendix (in
 Norton Critical ed.)

 Short paper due. Hard copy only.
- October 12: Robert Penn Warren, All the King's Men (1/2)

 In-class #3

- October 19: Robert Penn Warren, All the King's Men (finish)
Symposium paper #1
Thesis paragraph for research paper due.
- October 26: Wendell Berry, The Country of Marriage
In-class #4
- November 2: Flannery O'Connor, Wise Blood
Symposium paper #2 due
Two-page papers due. Make appointments for next week.
- November 9: Tony Earley, Here We Are in Paradise
In-class #5
- November 16: Alice Walker, In Search of Our Mother's Gardens (1983):
preface; "Saving the Life That is Your Own...;" "The Black Writer and the Southern Experience;" "But Yet and Still the Cotton Gin...;" "A Talk...;" "Beyond the Peacock...Flannery O'Connor;" "Zora Neale Hurston;" "Looking for Zora;" "...the Black Writer who Simply Works and Writes;" "Choice...Martin Luther King, Jr.;" "Coretta King: Revisited;" "Choosing to Stay at Home..." "In Search of Our Mother's Gardens," "From an Interview;" "Brothers and Sisters;" "Writing The Color Purple;" "One Child of One's Own..."
In-class #6
Research paper due Friday, Nov. 19. 10 pp. minimum. Hard copy only.
- November 23: Lee Smith, Fair and Tender Ladies
In-class #7

N.B. Thanksgiving Break begins on the 24th

November 30: Ernest Gaines, A Lesson Before Dying

In-class #8

December 7: Doug Marlette, Magic Time

In-class #9

December 14: Potluck - Honors Statement - Final Exam 5:30-9 pm



Requirements and Evaluation:

1. Read all books, as assigned, completely and thoroughly. At the end of the term, you will be asked to sign an honors statement. You must have read all assigned reading to be considered for an A.
2. Nine in-class writings graded on a 1 – 20 scale, eight of which will count toward your final grade. No make ups, except for approved college activities. Plan carefully.

Students will write for about 25 minutes. These in-class writings will be in the nature of micro themes. You will be given a question or quotation from a critic or a contention about the function of a stylistic device, for example. Your micro theme should have a thesis derived from that question, with well-organized, well-supported analysis in the body of the essay. You should have a conclusion, which answers the question “So what?” You are invited to present counterarguments within your essay or to recognize oddities that do not fit a dominate pattern.

You may use your books and notes. If you read carefully, mark your books, and keep notes on the inside covers of these books, you will have an easier time finding the best pithy quotations to support your points.

You will be evaluated on logic, coherency of your argument, and degree of support from the text. See Primary Trait Analysis below.

3. Two symposium papers due at the beginning of the class period indicated in the syllabus. These two page (no more, no less) papers should be designed to be read out loud to your peers. These

papers should be thought-provoking engaging pieces about something that stands out for you in the assigned reading for that night. These papers need not have a thesis; they in fact should be personal reflections. You may break some rules: use personal pronouns, contractions. You do not even need to proofread. I'll evaluate this work (20 points each) on the basis of engaging work, with some support, and logical development. I'll collect these papers after several students have read theirs to the class. You should expect to read at least once.

There will also be a short essay on The Sound and the Fury. 50 points. Assignment will be handed out a week before it is due. You may use the Norton Critical edition of the novel, but no other resources.

4. One 10-page paper (minimum) worth 100 points. This essay must focus on one or two of the works in the course. This paper should involve some research (eight critical sources, minimum), presented in a bibliography at the end of your paper. You should think about current relevant sources; articles and books published since 2000 should predominate, although significant standard works could be included as well. You must use the MLA format. See most grammar handbooks or the MLA Handbook. No late work accepted. Turn in a partial draft for partial credit.

This essay may be a revision and enlargement of a symposium paper or of an in-class writing or the short Faulkner paper. You will be required to turn in a thesis paragraph (10 points) and a two page essay (20 points) as well as meet with me before the paper is due. **You must also have two readers from the class sign a draft that each has read your paper and critiqued it at least 24 hours before the due date. Hard copies of drafts and papers only. No emailed copies accepted.**

5. There will be a final comprehensive examination. 100 points

6. Grades, assuming you meet the other standards of the course will follow standard percentages: 94%=A; 90%=A-; 87%=B+; 83%=B; 80%=B-; 77%=C+; 73%=C; 70%=C-; 67%=D+; 63%=D; 60%=D-.

Factors other than points that may affect your grade: absences for other than college excused reasons; lack of preparation and lack of quality participation.

7. Attendance policy: you may miss one class period or two halves of class periods. Choose your absence carefully. If you choose to miss class for a concert or intramural activity early in the term, illness or general exhaustion late in the term will mean an additional--and unexcused--absence. The expectation is that students are in the class to learn, to make the learning environment better for peers by demonstrating careful preparation and participation. If you miss more than the allotted class time, except for excused college activities, you will not be considered a student in good standing. You may expect that your grade will be lowered to reflect deficiencies in classroom requirements. A second absence will cause a 1% deduction. A third absence and other absences will each result in a full grade reduction, e.g. B to C or C to D.

Cell Phones and Laptops:

Please turn off cell phones before coming into the classroom. Do not even think about sending text messages during class. No laptops open and running. We are a collaborative learning community which requires us to listen to each other.

Plagiarism:

Please note that I take seriously the university's policy on the need for academic honesty in all your work. I refer you to page 16 of the 2005-07 university catalog, and the current Student Handbook, where guidelines on plagiarism and other forms of academic dishonesty are spelled out. Any form of dishonesty in an assignment will lead to a zero on the assignment, and I reserve the right to give a grade of F for the course as well. This statement is required by the academic affairs office.

Indeed, plagiarism, theft of others' writings or the failure to document sources, will result in a failing grade in the course.

The Writing Center

Writers at any skill level and at any stage in their process can come to the Whitworth Writing Center to work with a trained consultant on their writing. Peer and faculty consultants represent many departments. The Writing Center welcomes appointments and walk-ins.

To make an appointment, student writers simply visit the website at www.whitworth.edu/writingcenter and click on the "Make An Appointment" button and follow the instructions provided. Writers may choose a face-to-face or an online consultation. For a face-to-face consultation, the writer and consultant meet in the Writing Center's physical location in Cowles Library Room 242. For an online consultation, the writer and consultant will "log-in" a few minutes before the appointment time.

Special Needs:

Whitworth University is committed to providing the students access to education. If you have a documented special need that affects your learning or performance on exams or papers, you will need to contact the Educational Support Office (Andrew Pyrc – extension 4534) to identify accommodations that are appropriate.



Primary Trait Analysis for In-Class Writes

18-20: Responds fully to all parts of the question; has a well-developed thesis argument; goes beyond surface implications; uses enough examples and pithy quotations to illustrate and support points; possesses excellent organization; has excellent discernment in using the textual material as well as in making salient and relevant comments of one's own; demonstrates excellent comprehension of the text and its relationship to the course; and writes convincingly; few grammatical and punctuation errors.

16-17: Does not respond to all parts of the question; textual connections are accurate but general; may use fewer examples and pithy quotations, but some are present; thesis argument present but may need to be sharpened and focused; good organization; comments are accurate and general, lacking in some precision or relevance; demonstrates good comprehension of the text and its connection to the course; writes well; some grammatical and punctuation errors.

14-15: Thesis, argument, and textual connections are general and a little vague; may miss one or more parts of the question; lacks sufficient evidence; organization not always clear; comments are general and sometimes vague; demonstrates average comprehension of the text, sometimes missing key points of issues; occasional irrelevant comments or points; average writing skills; a number of grammatical and punctuation errors.

12-13: Thesis, argument, textual connections sketchy and thin; misunderstands the question or answers different question; lacks evidence, poorly organized; comments are vague, too general or inaccurate; poor understanding of the reading or evidence of not having read the entire assignment; poor writing skills; too many grammatical and punctuation errors.

Below 12: Low level of reading comprehension; comments are imprecise and inaccurate; no evidence; poor writing skills with little or no content or clarity; weak writing skills; unacceptable college level reading, thinking, and writing.



Background for Introductory Lecture in English 331W: Southern Renaissance

I. Southern Renaissance

John L. Stewart, The Burden of Time: The Fugitives and Agrarians, on the Southern Renaissance personality: “it is stoutly anti-progressive, anti-rationalist, and anti-humanistic, for it insists on the irreducible mystery in life, the all-pervasiveness of evil in human affairs, and the limitations of man’s capacity to understand and control his environment and his own nature.”

Stewart on a “curiously bifocal” sense of history: “because of the mystery, the lack of human control, ambiguity, life to them was a flux and blur of persistent change within time; yet life was also outside of time and changeless because man, for whom progress was not possible, was always the same beneath the shifting temporal surface.”

II. Southern Regionalism

“When Walker Percy won the National Book Award, newsmen asked him why there were so many good Southern writers, and he said, ‘Because we lost the war.’”

--Flannery O’Connor, “The Regionalist Writer,” Mystery and Manners

C. Vann Woodward, The Burden of Southern History, on the myths of America: “American invincibility in war or peace, the inexhaustible and eternally optimistic resource of American ingenuity, the abundant success which results from hard work and a clean conscience, were likely to sound a bit hollow in a South devastated and defeated in a war fought on its own land. Allen Tate said, ‘Fugitive poetry is much alike; it is the poetry of defeated men.’”

John Crowe Ransom: “Art is our refusal to yield to the blandishments of ‘constructive’ philosophy and permit the poignant and actual Dichotomy to be dissipated in a Trichotomy; our rejection of Third Terms; our denial of Hegel’s right to solve a pair of contradictions with a Triad. And here’s a slogan: Give Us Dualism or We’ll give you no art.”

--from a letter to Tate, 1926