Painting by Steve Johnson (https://artsartistsartwork.com/the-enigma-of-art-embracing-emotions-and-differences/)



SCH 101: Scholars Seminar

Reinhardt University

Location: Tarpley 211

Time: Monday, 3:30-4:20

Professor: Amy C. Cottrill, Ph.D.

Office Location: Tarpley 102

Visiting Hours: Monday and Wednesday, 9-12 a.m., or by appointment

Contact Information: I can be reached at amy.cottrill@reinhardt.edu. Please do not hesitate to get in touch with me if you have any questions or concerns about the course.

**Course Description**

“We had the experience but missed the meaning.”

T.S. Eliot, (1943) The Four Quartets

This class offers each student a chance to make meaning out of experience in a community of diversely talented people. Together, we will learn how to notice what is most important about our learning experiences, articulate why it is important, and what to do with that information. We will also learn about the value of creating connections with others throughout your Reinhardt experience. Welcome! We have important work to do.

**The Classroom Community at Reinhardt University**

In this section of the syllabus, I describe the fundamental assumptions of the learning community that is the RU classroom, including my philosophy of teaching, statements of equity and inclusion, resources for success, as well as fundamental community commitments to honesty and integrity in the learning process. Reinhardt University is committed to your learning and we want to create opportunities for your development throughout your time here.

Statement of Inclusion & Equity

RU supports an inclusive learning environment where diverse perspectives are recognized and respected. Reinhardt challenges students to engage in their community and the greater world, to examine diverse perspectives, and to live with integrity. Our intent is for all students to feel that they belong here and can succeed.

## Accommodation Statement and Academic Support

Reinhardt University is committed to providing all students equal access to learning opportunities. Academic Support Office is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with ASO, who have a letter requesting accommodation, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g., psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact ASO for a confidential discussion at 770.720.5567. Click [HERE](https://www.reinhardt.edu/academic-resources/academic-support-office/aso-programs-services/) to access the ASO website.

The Center for Student Success The Center for Student Success (CSS) is located in Hill Freeman Library Room 313. CSS offers free peer and faculty tutoring to support Biology courses, Math, Spanish, and writing across the university curriculum, as well as other subjects with peer tutors for a variety of subjects depending on current peer tutor staffing such as Chemistry, Accounting, French, and more.

This service is free of charge to Reinhardt students. Appointments are preferred and are the best way to connect to the CSS, but there are walk-in hours that vary and are posted each semester. Students may request a tutoring appointment or request an update of current programming, please complete a tutoring request for specific tutors or a general inquiry at https://www.reinhardt.edu/academic-resources/center-for-student-success/, or email css@reinhardt.edu. Students receive an email from the CSS/Pharos that is their record of their meeting with a CSS tutor.

Faculty may refer students for tutoring or other academic success workshops through Pharos 360. From the Pharos screen, instructors would type in the student name/ID number in the search bar, select Student Updates from under the student photo icon, and then select CSS referral.

There is also the availability of online tutoring through brainfuse, through the specific to Reinhardt link: https://www.brainfuse.com/highed/helpNow.asp?a\_id=68F429E2&ss=&r=

Brainfuse is an online platform where students can receive specific subject area tutoring or access other study supports. Please contact css@reinhardt.edu or schedule a general request appointment in the CSS for more information on how to register for and use Brainfuse.

Sexual and Gender-Based Misconduct

Reinhardt University is committed to the creation and maintenance of a safe learning environment for students and the campus community. The University forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The University encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. See the Reinhardt’s Title IX website at <https://www.reinhardt.edu/student-life/student-services-resources/Title-IX-Coordinator> for more information, including an online report form.

Honor Code and Academic Misconduct:

Transformative learning occurs in a context of trust and respect, established not only between the teacher and the learner, but also between all the learners in a class. Academic misconduct is not only behavior that has serious ramifications institutionally, but also violates the spirit of trust that is the foundation for a positive learning experience for every individual in the course. In addition, it erodes one’s personal sense of integrity. In all areas of life, Reinhardt University students take responsibility for all areas of their lives, including academic integrity. All academic work must be your own. All students should adhere to the highest standards of academic integrity and the[Reinhardt Honor Code.](https://www.reinhardt.edu/student-life/student-services-resources/code-of-conduct/)  Please see the following article for further discussion for the connection between mental health and ethical integrity: Victoria Williamson, Dominic Murphy, Neil Greenberg, Sharon Stevelink, "Moral Injury: Violating Your Ethical Code Can Damage Mental Health" <https://theconversation.com/moral-injury-violating-your-ethical-code-can-damage-mental-health-new-research-115654>.

If you are unclear about what academic dishonesty is, please ask! Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) is not difficult to avoid. All you have to do is give credit to the book, article, website, blog, social media account, etc., that has influenced your thinking. Never type or cut and paste other people’s words and put them in your document unless you use quotation marks and indicate where the source came from. And, if you are referring to someone else’s ideas or putting someone else’s ideas in different language, give them credit, just as you would like to receive credit for your own ideas. You can give credit to others’ ideas in a footnote or with a parenthetical citation.

The consequences for academic misconduct are unpleasant. It is also important that they exist and are followed so that we maintain our integrity as individuals and as a community and learn from our mistakes. Please refer to the [University Catalog](https://www.reinhardt.edu/wp-content/uploads/2022/12/Official-2022-23-Undergrad-Catalog.pdf) and the [Student Handbook.](https://www.reinhardt.edu/wp-content/uploads/2022/08/2022-2023-Reinhardt-University-Student-Handbook-Revised-8.1.2022.pdf) Most importantly, reach out to your professor if you are confused about what constitutes academic misconduct.

Teaching Philosophy

I love what happens in the classroom. I love to facilitate a classroom experience that is empowering and generative for all students. And I earnestly want you to succeed. I see my role as a facilitator of your learning. I will work hard to provide you with resources, feedback, and support. I also have high expectations of you—I firmly believe you are capable of doing this work and doing it well. I expect that you will improve and strengthen your critical thinking skills, writing, oral communication, and ability to work through dicey (and interesting) issues with the class. I invite you to engage with this material and with your classmates in ways that embody the spirit of the liberal arts, which include listening attentively, allowing curiosity to guide you, practicing self-reflection, and facilitating a democratic and inclusive environment.

**Course Activities**

1. Attendance: Attendance should be a special priority for all students. Showing up is one of the most important parts of being a student.
* I do not distinguish between excused absences and unexcused absences, except in the case of a student’s institutional obligations, such as travel related to participation in RU sports. All athletes should contact me before they must miss a class because of a required sporting event.
* *Excessive absences will damage your grade.* But more importantly, excessive absences usually means there is something wrong. Please come and talk to me if you are having difficulties that are affecting your ability to come to this or any other class.
1. Participation: One of the main goals of this class is to help you develop your own voice as a student. Each student will be given a participation grade for each half of the semester. A particularly important feature of participation in this context is developing skills of conversing with your classmates and asking them genuine questions of curiosity about their experiences and insights about their first year at Reinhardt.
* Part of our ability to participate well is being able to give attention to the class and the people in the class. To that end, I would like to ask you to put away your screens during class. We can do this! It will help all of us focus and recognize our dependence on our phones in ways that are not productive for education and relationships with other people.

How does an effective student participate in class discussion? The following guidelines are borrowed and adapted from Kirk Hanson of Stanford University School of Business.
•       Are the points made substantive, relevant to the discussion? Are they linked to the comments of others?
•       Is the participant a good listener? Do comments show the participant has been listening?
•       Do comments show evidence of analysis of the readings?
•       Do comments add to our understanding within the context of the discussion goals?
•       Does the participant distinguish among different kinds of data (i.e., facts, opinions, beliefs, etc.)?
•       Is there a willingness to participate?
•       Is there a willingness to test new ideas?
•       Is the participant willing to interact with other class members?
•       Do comments clarify and highlight the important aspects of earlier comments and lead to the clearer statement of the concepts being covered?

1. Reading: There is one book assigned for this class and it is available online: *Connections Are Everything: A College Student’s Guide to Relationship-Rich Education,* edited byPeter Felton, Leo Lambert, Isis Artze-Vega, Oscar Miranda Tapia, (Johns Hopkins University Press, 2023).

This text is available online: <https://muse.jhu.edu/book/111986>

1. Critical Reflection Prompts: Complete periodic writing assignments that will facilitate critical reflection. These will be brief mini-assignments designed to document key aspects of your first year that you would like to build on in the rest of your college experience.
2. E-Portfolio on Canvas: I would like you to start to develop an E-Portfolio on Canvas in which you begin to collect important aspects of your first year, including syllabi, important assignments, reflections we complete in this class, video reflections, pictures, or any other artifacts of your experience that you can return to in the coming years to trace your progress and development.

Grade Distribution:

The breakdown of the final grade by percentage is as follows:

Attendance 10%

Participation (First Half) 10%

Participation (First Half) 10%

Critical Reflection Assignments 60% (20% each)

E-Portfolio 10%

**Course Schedule**

Note:

* This schedule is subject to change. I will keep you updated of any changes by announcing them in class or via e-mail. Please check your e-mail regularly.
* The Critical Reflection Prompts will be given to you closer to the time they are due.

Jan. 8 (Mon.) Getting Started and Discussion of Syllabus

***Jan. 13-14 (Sat.-Sun.) Retreat at Glisson Retreat Center***

***This will be a great opportunity to connect with other students and faculty on campus. If you have not yet told me you intend to come, please let me know ASAP. There are still a few spots left!***

Jan. 15 (Mon.) Class cancelled in honor of Martin Luther King Jr.

Jan. 22 (Mon.) Read: *Connections Are Everything*, Introduction and Chapter 1, pp. 1-20.

Jan. 29 (Mon.) Read: Chapter 2, “College Comes with Challenges,” pp. 21-33.

 Activity before class: Please set up your E-Portfolio on Canvas.

* Upload your syllabi for all your classes.
* Upload important assignments, especially those that were particularly challenging or that you are proud of.

Feb. 5 (Mon.) Complete: First Reflection Prompt

Feb. 12 (Mon.) Read: Chapter 3, “You Have What It Takes,” pp. 34-43.

Feb. 19 (Mon.) Read: Chapter 4, “Connecting with Peers: Find Your People,” pp. 47-59.

Feb. 26 (Mon.) Complete: Second Reflection Prompt

March 4 (Mon.) Spring Break: Class cancelled

March 11 (Mon.) Read: Chapter 5, “Connecting with Professors: In and Out of Class,” pp. 60-77.

March 18 (Mon.) Read: Chapter 6, “Connecting with Staff: Allies Everywhere,” pp. 78-89.

March 25 (Mon.) Complete: Third Reflection Prompt

April 1 (Mon.) Read: Chapter 7, “Relationship Accelerators,” pp. 93-109.

Note: Reinhardt University’s Convocation for Artists and Scholars is April 2-3. Please plan to

attend at least one session.

April 8 (Mon.) Read: Chapter 8: “Make the Most of Mentoring Connections,” pp. 110-

123.

Note: Janisse Ray, author of *Ecology of a Cracker Childhood*, will be visiting Reinhardt on April

10-11. Please keep your schedule as open as possible during these days so that you can

attend events.

April 15 (Mon.) Read: Chapter 9, “Building Your Relationship Constellation,” pp. 124-135.

April 22 (Mon.) Read: Chapter 10, Conclusion and Afterward, pp. 137-148.

 Due: Fourth Reflection Prompt

Possible prompts for discussion and reflection:

* What is the most surprising thing that has happened this year so far? Why was it surprising to you?
* What have you observed about yourself as a student this year? What have been your challenges? Your successes? Are you a different kind of student than you thought you would be in college?
* What has been your favorite piece of assigned reading this year?
* What has been your least favorite piece of assigned reading this year?
* What has been your favorite activity (play, concert, campus activity, sporting event, conversation, travel)?
* What academic work have you been most proud of, independent of the grade you received? Why were you proud of it?
* Describe a time when you were confused, shocked, bewildered, angered, or frustrated by something that happened in class.
* Outside your classroom engagements, what has been the most important aspect of your life?
* Talk about one relationship you have developed this year. Why is it important to you?
* Have you worked on or off campus? What happened in those environments that is memorable, caused stress or anxiety, excitement?
* In what area has your biggest challenge emerged? In your personal life, relationships, work, academic studies, reaction to world events?
* Name a couple things that you would like to know more about at this stage. This can be related to study skills, life skills, an academic subject matter, or an area in which you do not feel confident.
* Are there “stirrings” or “glimmers” of interest or curiosity that you routinely ignore or push away but that you would like to take note of? What has given you energy this year?

Student Survey

Note: This survey is for the instructor’s use only. Please be assured that all information is completely confidential. The student should feel free to withhold any information that he or she does not feel comfortable sharing, however.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major (if known):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What pronouns do you prefer?

Do you have any learning challenges, concerns, or disabilities of which you would like the instructor to be aware? If you answered “yes,” do you have a plan and/or assistance in dealing with your particular challenges? (If you would like to consult with the instructor about developing a learning strategy that might assist you in successful completion of the course, please make an appointment.)

Identify your strengths and challenges as a student. What are the particular academic skills you would like to develop over the course of this class?

Is there anything else you would like the instructor to know about you as a student?

Do you have any particular areas of interest regarding the topic of this class?