

DHC 261: The University		
Instructor	Teaching Assistant	Teaching Assistant
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Description

Students will develop an understanding of higher education through readings and exploration of its historical and current practices. Students will be expected to write and speak well, perform liberal arts research, and apply logical positive thinking skills to the issues of understanding the history and practice of higher education.

External Resources:

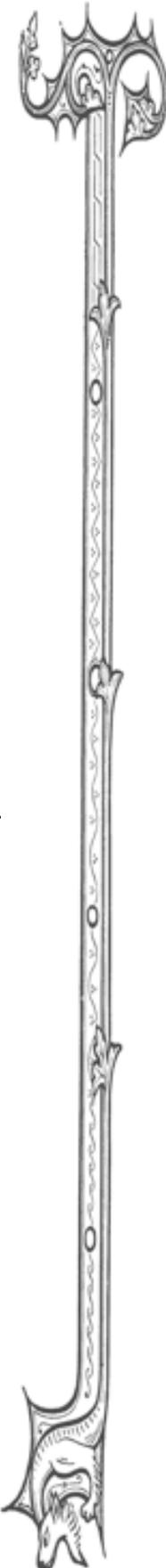
There is no book for this class. The textbook for this class includes articles on the website <http://www.humanstudy.org/> and other materials handed out in class. Reading should be completed before the day they will be discussed.

Learning Outcomes (DHC)

- Students will be able to demonstrate a capacity for cultural self-assessment.
- Students will be able to observe and analyze the dynamics of cultural interaction.
- Students will be able to critically evaluate evidence of institutionalized cultural assumptions as they affect individuals and groups.
- Students will be effective in using written and oral communication skills both in form and structure.
- Students will demonstrate strong critical and creative thinking skills.
- Students will demonstrate strong analytical skills including quantitative and experimental techniques.
- Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.
- Students will be able to interact openly, respectfully, and knowledgeably with those from different backgrounds and perspectives.

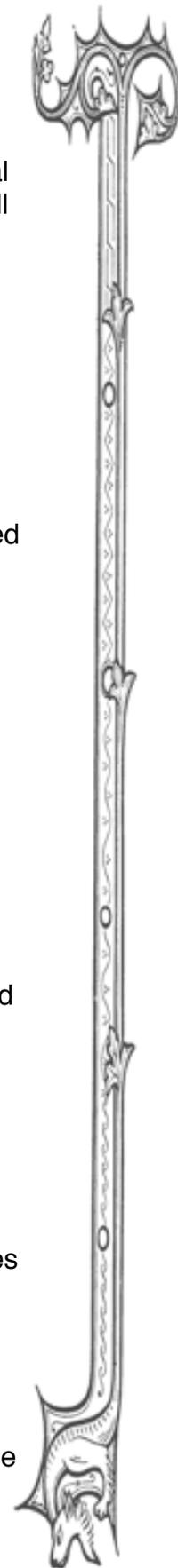
Learning Outcomes (The University)

- Students will learn secondary research techniques.
- Students will evaluate the writing and research of others.
- Students will be required to learn the background history of the cultures they will be studying, and be ready to apply that knowledge to their understanding of modern cultural movements.
- Students will learn how to work from limited instructions toward a purpose of discovering truth.



Class Policy

1. Tardiness and Absence Policy: Each student may take 3 absences for any reason. On the fourth and each subsequent absence they will lose a letter grade from their final score. Students who must take more absences for reasons of health or family crisis will be allowed to withdraw from the class. Tardiness may be regarded as an absence at the preference of the instructor.
2. Learning Agreement: Students must sign a learning agreement to take this class. Failure to sign this agreement will result in the student being dropped from the class.
3. Visitors: Visitors to the class are not permitted except with permission of the instructor. Visitors to the class who act in a disruptive manner will be asked to leave.
4. Disruptive Behavior: Disruptive behavior in class will result in the student being asked to leave and being denied access to the class in the future. Disruptive behavior is defined as any purposeful act that disturbs the free flow of lectures and discussions at the discretion of the professor. This includes refusing to leave the classroom when requested to leave by the instructor.
5. Respectful Behavior: Respectful behavior is expected at all time between students, between students and teaching assistants, and between students and the professor. Respectful behavior is defined as behaviors which encourage learning by allowing access to discussions, lectures, and materials by all students.
6. Alcohol and Drug Policy: There is a zero tolerance policy of any form, and students who are found to be intoxicated will be removed from class.
7. Test make-up: Tests must be taken and projects turned in on the day they are offered unless you provide a doctor's note specifically outlining a condition that required your absence at the time and day in question. Proxy tests may be given at the instructor's discretion for legitimate absences at a time and place convenient for the course teaching assistants.
8. Cell Phones: Using cell phones in class or any other electronic device except a device approved for note taking, talking in class, disruptive behavior, or actions that make learning hard for others will result in loss of 1/2 of a letter grade. In extreme cases you will be asked to leave class.
9. Cheating: Cheating on tests will be reported to the office of Academic Affairs, and your grade in the class will be set to "F."
10. Plagiarism: Plagiarism of any sort on papers will result in a grade of F for the course unless the professor determines the misconduct was a good faith mistake. Unless egregious failure to cite will not count as plagiarism, although it will likely result in a



grade of zero for the paper it is used on. Students are encouraged to cite when any doubt exists of the providence of their materials. The professor reserves the right to retroactively change the grade given in this class if serious plagiarism so students are encouraged to treat this issue seriously.

11. Open Source and Fair Use: Students may use of a small amount of open source or fair use material in papers, especially historical diagrams or images taken by the U.S. Or other government agency, or taken prior to 1922 as long as they have made a reasonable attempt to verify the copyright status of the materials. Where it is possible, this material should be thoroughly cited, and the students should be able to demonstrate why they feel it is open source or public domain, or why they believe they are making fair use of the material. As always, written permission to use materials is the safest way to make use of images and diagrams. Under no circumstances should students attempt to take credit for images that are open sources or fair use unless they have undergone substantial modification by the students, and even then the original document should be cited.

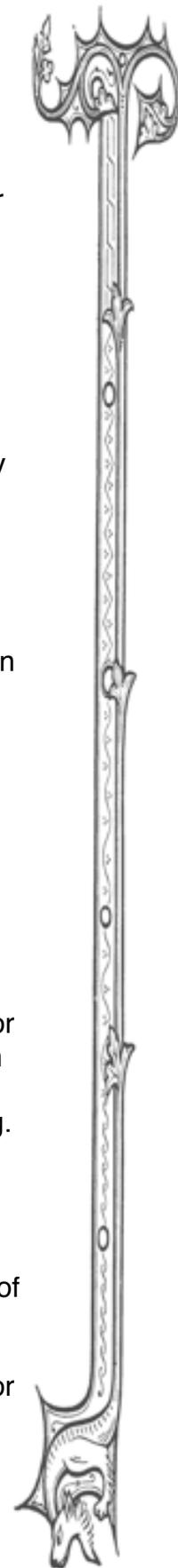
12. Disabilities: Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171 immediately.

13. Communication: Students are required to check their e-mail each day for communications about the class agenda.

14. Professional Behavior: This policies recognize that unusual circumstances occur, and that mistakes happen. The student should understand that the goal of the class is learning, and that many mistakes can be made good by communicating the mistake to the professor, and seeking to make the mistake good by learning from it. The professor will always attempt to find a way to accommodate a student who recognizes a problem and seeks to fix it as long as the fix represents an attempt at professional academic behavior and seeks to work toward the common goal of education and original thinking.

15. Changing the Syllabus: Modifications to this syllabus will, when possible, be provided in writing as soon as they can be determined, except for changes in lectures due to illness, emergency, or failure to meet learning objectives. Changes can include adding or removing tests, changing paper deadlines, or changing the order or content of readings.

16. Attendance to the final exam is mandatory on the day the exam is offered except for university sanctioned reasons of disability or health. If you cannot attend this exam time, you must drop this course now to avoid negative effects on your grade.



Determining Your Grade

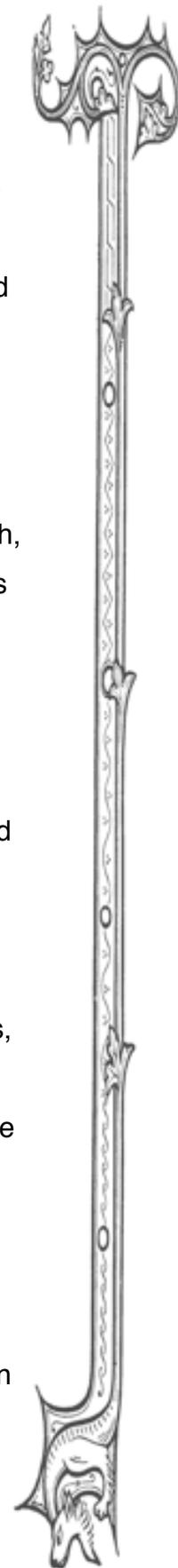
Written Assignments: Each student will produce two (2) written assignments for the class. Each assignment is a documented essay on an assigned subject that will be no less than 2,000 words long, produced using MLA or APA citation method with a bibliography that includes no less than five used sources (internet sources may be used but should be used with care). All assignments will receive a grade based upon the grading rubric included in this assignment. The topic of student assignments will be given randomly by a draw from get of numbered coins, and cannot be changed.

Papers, to be graded, must be turned in as RTF documents, written in standard English, using a standard font, in an electronic format. Paper document, those not formatted as RTF files, or those who cannot be read will not be accepted.

All papers will be posted online for public review at <http://www.humansubject.org/>, and will include the name of the author, the date it is written, and the title chosen by the author. These papers will become permanent online documents and will be maintained online and in other electronic forms for review by interested third parties.

Extra Credit Paper: The students may write a third paper for 5 points of extra credit. This paper may make up for poor performance on the tests, for a missed lecture series, or for other shortfalls on grades. The paper will be written as an extension or amplification of a paper currently online at <http://www.humanstudy.org/> and should have a topic that is approved ahead of time by the professor. Extra credit papers written on un-approved topics will not be accepted.

Tests: Tests are multiple choice exams UNLESS the professor feels that the study habits of the class are falling off, in which case other forms of testing will be undertaken without notice of this change. Students who have a valid medical excuse will be allowed to take an essay test version of the exam. During the exam there are no cell phones allowed, and strict test taking etiquette will be maintained. All tests, no matter



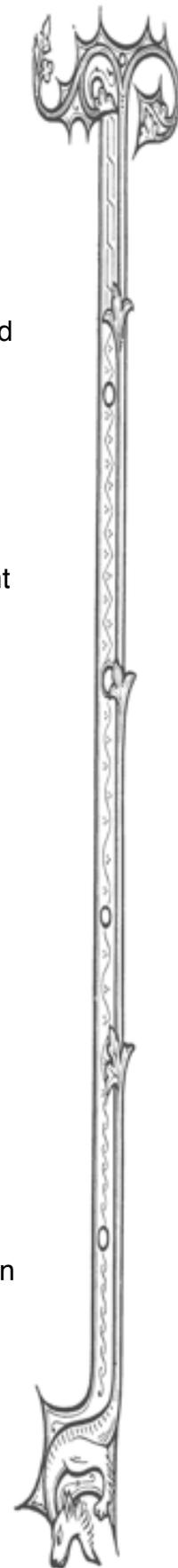
how many questions are included, are converted into a 10 point scale for their final recorded grade.

Final Exam: The final exam is cumulative. Students may not miss make up the final exam, and should contact the director of the honors college for assignment to a new class if they cannot take the exam on the day listed, except for students with valid medical excuses. The final exam will be converted into a 10 point scale for its recorded grade no matter how many questions it has on it.

Peer Reviews: A peer review is a review of another students paper and a short (1 paragraph) advisory statement on the paper. It 1) checks the paper's sources, 2) reviews the paper for proper grammar, spelling, and citation, and 3) looks for significant problems with the thesis and response of the paper. Each review is measured qualitatively on a 5 point scale based on how extensive, accurate, and useful it is. A peer review is due one week after a paper is handed in. In some cases a student will randomly be assigned a null paper (a blank paper). This peer review does not need to be completed and the grade assigned for this review is 5 points.

Lectures: Students get 5 points for each lecture they attend, if they can attend the entire duration of the lecture and ask at least one question of the lecturer during the question and answer period. There will be a sign-in sheet provided at the end of the event. Eight students will be given the opportunity to earn 5 points of extra credit by helping produce and present one of the lectures. This work is voluntary but must include a Powerpoint of the lecture saved as a PDF.

Discussion Participation: Students must take an active role in discussion days to gain this credit.



Grading Standards

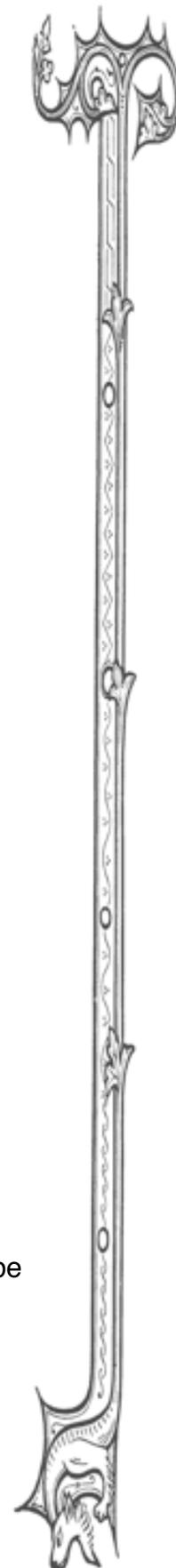
Assignment	Grading Standard	Points
Assignment One	Rubric	10
Assignment Two	Rubric	10
Test One	Quantitative	10
Test Two	Quantitative	10
Test Three	Quantitative	10
Final Exam	Quantitative	20
Peer Reviews x2	Pass/Fail	10
Lecture Series Attendance x3	Pass/Fail	15
Discussion Participation	Pass/Fail	5
	Total	100
Extra Credit (5 points each)		+20 (total)

Grading

These points translate into the following grade table.

91 - 100	A
81-90	B
71-80	C
61 - 70	D
60 or lower	F

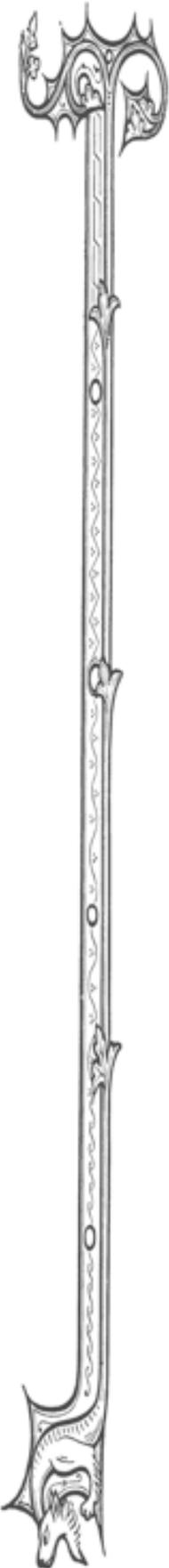
- and + grades are given out only at the discretion of the instructor but usually will not be issued.



Paper Grading Rubric

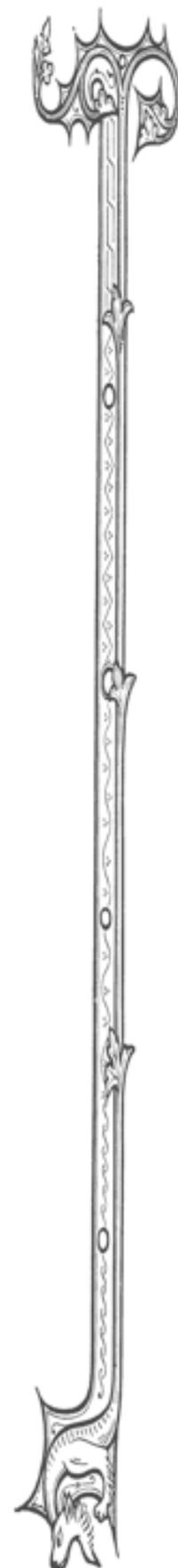
Inventory Item	Grading Standard	Yes / Points
Paper addresses assigned topic.	Yes / No	2
Paper has clear thesis.	Yes / No	1
Paper uses proper grammar, spelling, and punctuation.	Yes / No	1
Paper avoids statements of opinion.	Yes / No	1
Statements of fact support paper development and are properly cited.	Yes / No	1
Paper citations are from high quality sources.	Yes / No	1
Paper uses multiple independent sources.	Yes / No	1
Paper internal citation and bibliography are correct.	Yes / No	1
Paper's conclusion is objectively supportable.	Yes / No	1
	Total	10

Late papers are assigned a grade of 0.
Improperly formatted papers are assigned a grade of 0.



Grade Tracker

Assignment	Max Points	Points Received
Assignment One	10	
Assignment Two	10	
Test One	10	
Test Two	10	
Test Three	10	
Final Exam	20	
Peer Reviews #1	5	
Peer Reviews #2	5	
Lecture Series Attendance #1	5	
Lecture Series Attendance #2	5	
Lecture Series Attendance #3	5	
Discussion Participation	5	
Extra Credit Paper	5	
Extra Credit Presentation	5	
Extra Credit YouTube Video (5 points Each)	10	
91 - 100+ A 81 - 90 B 71 - 80 C 61 - 70 D 60 or lower F	Total (120 maximum)	



Writing an “A” Paper:

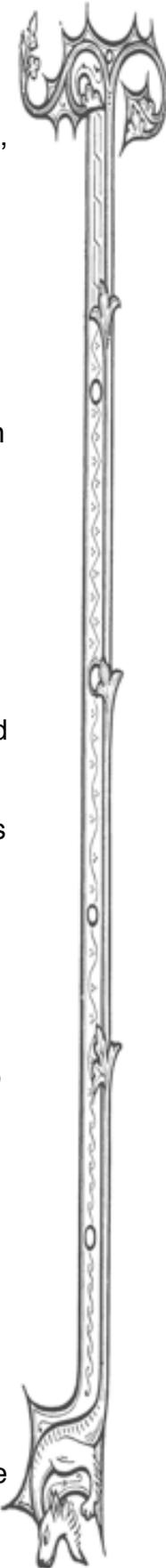
In the University each student is required to write two academic papers on subjects that, at least to start, they know little about. To write this paper, students should follow a clear model of argument development.

Step One: Your paper subject is narrow, but you need to develop a hook. A hook is a connection between the subject and the goal of the paper. Your goal is to discuss the relation between the subject and historical higher education. For example, in a class on World War Two students are given a subject of Ford Motor Cars. It is assumed that the paper will connect Ford motor cars and that war. Discussing hybrid technology in the 21st Century is so far afield to be foolish.

Step Two: You must develop an understanding of the background for the subject. This will likely form half of your citations. Understanding who and what Ford motor car is and who and what World War Two is forms an important entry into understanding the relationship between the two subjects. It is also important to balance how much effort is placed in describing background versus how much effort is directly put into supporting the paper. Five pages of background and one page of subject is a poor distribution of effort.

Step Three: You must develop a thesis statement. Your thesis statement is the guide to the writer of where they will take the paper. A clear thesis statement is simple and easy to understand, and has an equally plausible opposite condition. For example the thesis statement, “Ford motor cars were important to the Allied war effort in World War Two” is clear, and could be stated plausibly the opposite. “Ford produces automobiles” is a poor statement because the opposite is obviously not true, and there is no point in proving the statement.

Step Four: The thesis statement leads to an outline that discusses how the paper will be developed. For example, the thesis statement “Ford motor cars were important to the



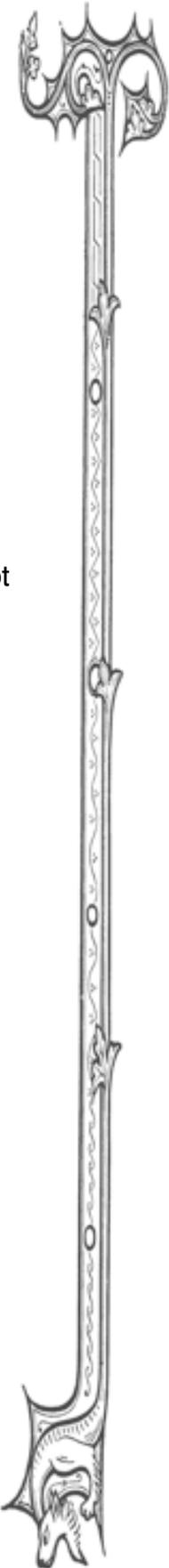
Allied war effort in World War II” would be followed by I. Design of new vehicles for the war effort, II. Production of vehicles for US use, and III. Production of vehicles for lend lease. Each segment helps show the importance of Ford cars. Each statement would have several sub-statements, and result in the entire paper.

Once the paper is written, the student should follow the same grading process I do to check their paper. This process is based on the grading rubric outlined below, and these questions:

1. Is the thesis statement concise and clear?
2. Does the paper follow a clear pattern of development?
3. Are there any statements of opinion? (opinion has no place in research papers except in very clearly marked editorial sections.
4. Is each statement of fact supported by a clear citation?
5. Does each paragraph have a main subject.
6. Are there any run-on or unfinished sentences?
7. Are there any unnecessary or repetitious words?
8. Does one paragraph or idea flow smoothly into the next?
9. Are there any spelling or grammatical errors?
10. Are quotes accurate in source, spelling, and punctuation?
11. Are all citations accurate and in correct format?
12. Is the paper in third person?

Remember to format your paper correctly!

Your paper will be turned in as an electronic formatted RTF (Rich Text Format) file. The file must be named yourlastname-one.rtf for the first assignment, and yourlastname-two.rtf for the second assignment.



To get a maximum grade on your paper for format it should be:

- >Place an official header at the top of the paper.
- >Use 12 point Helvetica text.
- >Do not indent paragraphs, instead skip lines between paragraphs.
- >Include the author and date of a cite in the paragraph. Bold this citation.
- >Do not use footnotes. Do include a bibliography.
- >Designate links with two pound signs `##http://thelink.com/##` .

Example of an official header:

Title: Ford Motor Car and World War Two

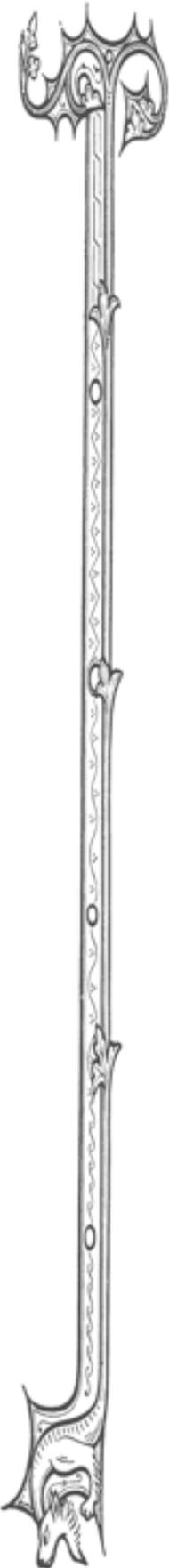
Author: Jackson, Steve N.

Date: 23 October, 2011

Paper Version: 1.0

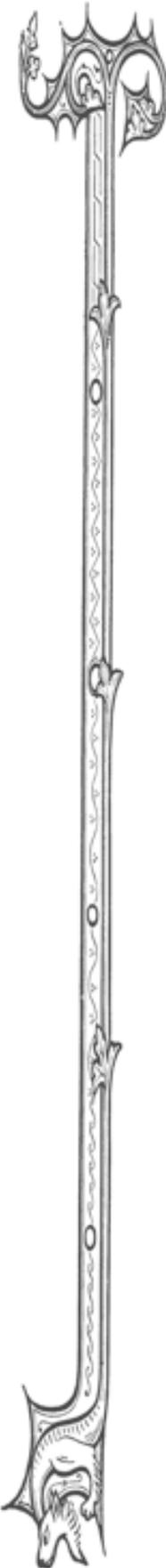
Edited: Michael Ogden

Word Count: 5645



Schedule:

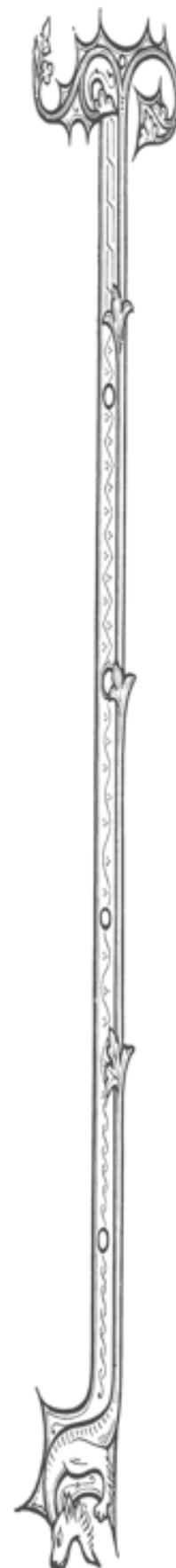
Week One: Syllabus and Assignments		
Jan 3, 2013	The syllabus.	
Jan 4, 2013	Your paper topics.	
Week Two: The Rise of Literacy		
Jan 7, 2013	The Rise of Humans	Reading: --1-- The Rise of Literacy --2-- Last Glacial Period --3-- Cave Paintings --4-- Venus Figures
Jan 8, 2013	Agriculture and Tools	Reading: -- Cradle of Civilization
Jan 9, 2013	Hydraulic Empires	Reading: --1-- Egypt --2-- Uruk --3-- Harold Innis
Jan 10, 2013	Literacy, Law, and Religion	
Jan 11, 2013	Discussion	
Week Three: The Hebrews, Persians, Greeks, and Romans		
Jan 14, 2013	The Hebrews	Reading --1-- Isaiah 28:9-10 --2-- Persians, Greeks, Hebrews, and Romans.
Jan 15, 2013	The Persians	Reading: Achaemenid Empire
Jan 16, 2013	The Greeks	Digital Humanities Lecture Black Hall 150 4.00p - 5.15p Reading: Socratic Education



Jan 17, 2013	The Romans	Reading: Education in Ancient Rome
Jan 18, 2013	Discussions	
Week Four: The Caliphate		
Jan 21, 2013	Martin Luther King Jr. Holiday: No Class	
Jan 22, 2013	The "Fall" of the Romans	Reading: The Caliphate
Jan 23, 2013	Muslim Law and Education	Reading: --1-- The Academy of Jundishapur --2-- al-Jazari; An Influential Engineer --3-- al-Khwarizmi --4-- Alhazen's Method of Empiricism
Jan 24, 2013	The Muslim Enlightenment	Reading: --1-- Avicenna --2-- Jabir ibn Hayyan: Alchemist --3-- The Madrassa of Al-Qarawiyyin --4-- Muḥammed ibn Mūsā al-Khwarizmi
Jan 25, 2013	Discussion	Written Assignment One due at start of class.
Week Five: Scholasticism and The Dark Ages		
Jan 28, 2013	Test One	
Jan 29, 2013	The Withdrawal of Empire	Reading: --1-- The "Dark" Ages --2-- Alcuin
Jan 30, 2013	The Holy Roman Empire	Reading: The Venerable Bede
Jan 31, 2013	Contact with the East	Reading: A Spark of Knowledge
Feb 1, 2013	Discussion	Written Assignment One Peer Review due.
Week Six: The Medieval University		



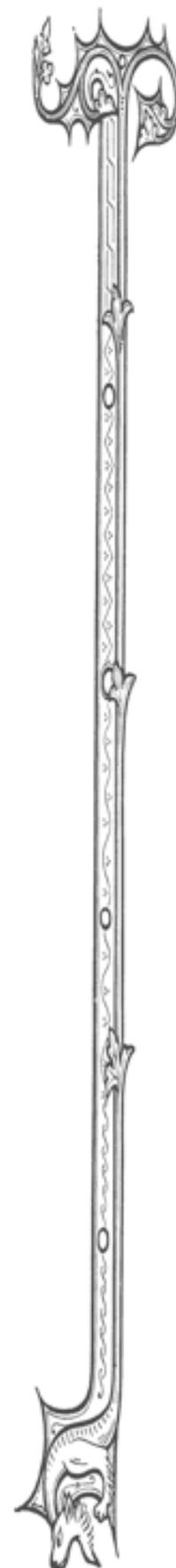
Feb 4, 2013	The Universal Church	Reading: --1-- Church and Education --2-- Christianity and Scholasticism
Feb 5, 2013	The First University	Reading: Master and Student
Feb 6, 2013	The Expansion of Medieval Europe	The Ancient University Black Hall 150 (5.00p - 6.30p) Reading: William of Ockham
Feb 7, 2013	The Four Horseman of the Apocalypse	Reading: --1-- Revelation 6 --2-- The Evil Times of Edward the II --3-- Great Famine 1315-1317 --4-- The Hundred Years War --5-- Black Death --6-- Western Schism
Feb 8, 2013	Discussion	Written Assignment One Peer Review Corrections due.
Week Seven: The Renaissance		
Feb 11, 2013	Test Two	
Feb 12, 2013	The Printing Press	Reading: --1-- Johannes Gutenberg --2-- The University at Cambridge
Feb 13, 2013	The Community of Science	Reading: --1-- Copernicus --2-- Francis Bacon --3-- Isaac Newton
Feb 14, 2013	The Explorers	Reading: --1-- Henry the Navigator --2-- Jethro Tull
Feb 16, 2013	Discussion	Written Assignment Two due at start of class.
Week Eight: Steam Convergence		
Feb 18, 2013	President's Day (No Class)	



Feb 19, 2013	The Modern University	Reading: --1-- Booker T. Washington --2-- The First Law School --3-- Drake University --4-- University at Gottingen --5-- Steam Convergence
Feb 20, 2013	The Publication Cycle	Reading: --1-- Thomas Jefferson --2-- The Johns Hopkins --3-- Tuskegee --4-- The University of Tennessee
Feb 21, 2013	Land Grant Universities	Reading: --1-- Diversity --2-- Land Grant Universities --3-- Vannevar Bush --4-- MIT
Feb 22, 2013	Discussion	Written Assignment Two Peer Review due.
Week Nine: The American System		
Feb 25, 2013	Organization	Reading: --1-- The Board of Trustees --2-- Shared Governance --3-- The Higher Education Act --4-- The SAT
Feb 26, 2013	Tenure	Reading: --1-- The AAUP --2-- SCAD --3-- Tenure --4-- Student Evaluations
Feb 27, 2013	Curriculum	The Modern University Black Hall 150 5.00p - 6.30p Reading: --1-- Pedagogy --2-- Trivium Through the Ages --3-- Empiricism Versus Rationalism --4-- College Radio



Feb 28, 2013	Cost	Reading: --1-- Education Bubble --2-- For Profit Colleges --3-- Rising Tuition --4-- College Tuition
Mar 1, 2013	Test Three	Written Assignment Two Peer Review Corrections due.
Week Ten: Reflections		
Mar 4, 2013	Discussion	What is being done right?
Mar 5, 2013	Discussion	What is being done wrong?
Mar 6, 2013	Review for Final	Review Through Test One
Mar 7, 2013	Review for Final	Review Through Test Two
Mar 8, 2013	Review for Final	Review Through Test Three
Final Exam		
Mar 15, 2013	8.00a - 10.00a	Required Comprehensive Examination



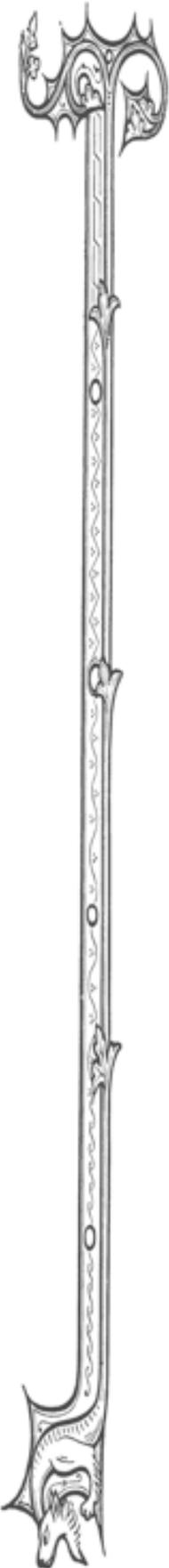
Paper Topics:

Paper #1

1. Ancient Madrassa
2. The University of Paris and the Western Schism
3. G. B. Halsted
4. Johannes Kepler
5. Andreas Vesalius
6. Galen of Pergamon
7. Hero of Alexandria
8. Babbage Analytical Engine
9. Islamic Golden Age
10. Al-Saghani
11. Al-Masudi
12. The University of Paris (History)
13. The College of William and Mary (History)
14. German Model of Higher Education
15. The Carnegie Foundation for the Advancement of Teaching
16. The University of Georgia (History)
17. Al-Azhar University (History)
18. The Library at Alexandria
19. Robert Grosseteste
20. Roger Bacon

Paper #2

1. University Accreditation
2. Effectiveness of For Profit Colleges
3. Falling State Support for Education
4. Dr. Amy Bishop and Violence in Academia
5. Ward Churchill
6. Habilitation
7. Open Access Journals
8. Online Education Movement
9. Peer Review of Academic Articles.
10. The Scientific Method
11. Paradigm Shift
12. Merton Thesis
13. Newcomen and Watt
14. *The Bell Curve* by Herrnstein and Murray
15. *Other Losses* by James Bacque
16. Jerry Sandusky
17. Football as a Money Making Enterprise in Higher Education
18. Studium General and Studium particulare
19. Scholasticism
20. Scotism



YouTube Extra Credit

Students may turn a paper they have written into a YouTube video for extra credit. This extra credit is designed to recognize that not everyone's skills reside in the written word, and that some students would prefer to reach a mass audience using digital tools. Each paper they do this worth will gain the student 5 points of extra credit as long as they follow these rules.

1. The video should include both narration and slides. The student need not appear in person on the video, but they should voice their own paper.
2. The paper need not be read verbatim (in fact it should not be), but its content should be included in the video.
3. The video should include a slide at the start of the video held on screen for 15 seconds with the name of the paper, the author of the paper, my name as professor, the name of the class the paper was written for, the date of the paper, and Douglas Honors College - Central Washington University displayed in readable text.
4. The video may not contain copyright protected images or music. It may contain open source music and images.
5. A citation slide should be included at the end of the video with all citations listed. More than one slide can be used. Each slide should be held for no less than 5 seconds.
6. The video should be no less than 4 minutes long with open and close slides. It should have a resolution of at least 480p.
7. The video should be turned into the professor by the last day of regular class. It should be turned in as a DVD-R encoded as a quicktime compatible video file compressed using the H.264 codec.
8. The only quality requirement for the video is that the images and sound be clean enough that the average member of the audience can watch and listen to the content without significant distraction.
9. The video will be uploaded on YouTube, so if any quality,, copyright, or technical issues prevent its viewing by the general public the student will receive no credit for the submission.

