

# ***SAMPLE SYLLABUS***

Lewis and Clark College  
Core 106: *Exploration and Discovery I*  
Fall 2010

## **SAMPLE LIST OF REQUIRED TEXTS:**

Descartes, René. *Meditations on First Philosophy*. Trans/ed. John Cottingham. Cambridge: Cambridge University Press, 1996.  
ISBN: 978-0521558181 (\$16.00)

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Ed. Houston A. Baker. New York: Penguin, 1982.  
ISBN: 978-0140390124 (\$7.70)

Freud. *Civilization and Its Discontents*. Sigmund Freud, James Strachey, Peter Gay. New York: W.W. Norton & Company 1969.  
ISBN: 978-0-393-30158-8 (\$12.95)

*Holy Bible*. Revised Standard Version. (Genesis, Exodus (1-24), Gospel according to Matthew)  
New York: Meridian-Penguin Group, 1974.  
ISBN: 978-0-452-00647-8 (\$15.00)

Plato. *Five Dialogues*. (Apology, Euthyphro, and Crito) Trans. G.M.A. Grube, and Rev. John M. Cooper. Indianapolis: Hackett, 2002.  
ISBN: 978-0-872-20633-5 (\$6.95)

Shelley, Mary Wollstonecraft. *Frankenstein: the original text 1818*. Eds. D.L. Macdonald and Kathleen Scherf. New York, Broadview Press, 1999.  
ISBN: 978-1551113081

Virgil. *The Aeneid*. Trans. Robert Fitzgerald. New York: Vintage, 1990.  
ISBN: 978-0-679-72952-5 (\$11.00)

Watson, James. *The Double Helix: A Personal Account of the Discovery of the Structure of DNA*. New York. Touchstone, 2001.  
ISBN: 978-0743216302.

Harris, Muriel. *The Writer's FAQs: a pocket handbook*. 2<sup>nd</sup> ed. New Jersey: Pearson Prentice Hall, 2007.  
ISBN-13: 978-0-13-195576-9 (\$29.95)

**COURSE DESCRIPTION:**

In the fall, students explore enduring questions and ideas in the liberal arts tradition through reading, discussing, and writing on provocative works drawn from such fields as philosophy, literature, religion, and science. All fall sections read the same "core" of common works selected by the faculty teaching E&D that semester. Yet each section is also unique, exploring its own theme and reading its own additional materials. This year's common works, read in all sections, include selections from The Bible, as well as writings by Plato, Virgil, and Freud. Students compose four or more essays (totaling 20 pages) on these and other course readings, and take a midterm and a final exam. Students are also invited to attend an evening series of E&D Lectures and/or films related to the common readings.

**SECTION DESCRIPTION:**

Each faculty member teaching a section of E&D has written a description of their course. You can review the offered sections and their descriptions on the E&D website:

[http://www.lclark.edu/college/programs/exploration\\_and\\_discovery/course\\_sections/fall/](http://www.lclark.edu/college/programs/exploration_and_discovery/course_sections/fall/)

**Required Work**

Four (or more) essays of 4-5pages in length

Midterm Exam

Final Exam

Class Participation

**Grade Formula**

50%

10%

20%

20%

ATTENDANCE is crucial to this course. When you are ill, please send me an email and let me know that you will not be in class (or send me an email soon after you are well enough to do so). You may miss up to three classes for illness or other emergencies. Each additional absence, however, will reduce your course grade by one-third (e.g., from an A- to a B+). Latecomers receive partial absences.

If you are absent, you are still responsible for knowing the material and for turning in any assignments for that day. I recommend that you exchange phone numbers with several classmates so that you can keep up.

ACADEMIC INTEGRITY: You can read our policies on Academic Integrity & Academic Freedom in *Pathfinder*. You should have already completed the on-line Academic Integrity/Plagiarism tutorial and submitted your on-line acknowledge form, if you haven't, please do so now at <http://library.lclark.edu/reference/plagiarism/index.htm> Consult with me about questions.

INTELLECTUAL HONESTY: Do not represent someone else's work as your own. Bear in mind that plagiarism, even when unintentional, is a serious offense with serious consequences.

ACCOMODATIONS: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (x7191), and that office will notify me of the accommodations for which you are eligible.

CLASS PARTICIPATION: This will not be a lecture-based course. Its success depends upon your informed participation in our class discussions. I expect you to come to class prepared to seriously and respectfully engage with each other and each other's work. I expect you to come to class prepared to ask and respond to challenging questions about the texts at hand

Perfect attendance and attentive listening will earn you a passing participation grade, but a better than passing grade requires that you make valuable contributions to virtually every class discussion. Articulate and insightful contributions will earn the most credit, especially if they emerge as part of an actual discussion in which you are listening to and responding to your classmates.

DO ALL THE ASSIGNED READING for a given day as well as you can. Bring questions. We will not be able to discuss all the reading but you are responsible for all of it.

LATE POLICY: Essays and other reading and writing assignments are due at the beginning of class on the due date. Essays will be graded down one letter grade for each day they are late. You will not receive credit for journals if they are not submitted on time. You will receive a zero on class presentations if you fail to show up for them. You will receive a zero for quizzes given on days that you are absent. (I will drop your two lowest quiz grades.)

COMPUTER OR PRINTER PROBLEMS WILL NOT BE ACCEPTED AS EXCUSES FOR LATE WORK. Always make copies of your work and save them until the term is over. Print out drafts of your work as you go. Computer or printer problems will not be accepted as excuses for late work; if your printer doesn't work, email your assignment to yourself as an attachment and then print from one of the computer labs, e.g. the library. Leave yourself enough time to recover from printer problems. Back up your work. Please put your name and page # in the Header, use standard font and margins, double-space, and staple all work.

PLEASE use the restroom *before* class.

TURN OFF YOUR CELL PHONES before class. Cell phone disruptions will adversely affect your grade.

IN THE CLASSROOM, mature conduct is, of course, expected at all times. In case there is any confusion about this, here are a few of the very basics: Don't roll your eyes and sigh when you disagree with what someone is saying. Don't interrupt your classmates. Don't talk (or whisper) (or pass notes) when they are talking. Insults (even when you are "just kidding"), dismissive tone or body language, and interjections off of topic are obviously inappropriate and they will adversely affect your grade. Please no eating, gum chewing, or knitting in class. Repeated inappropriate behavior will lead to dismissal from the course with an "F."

Here are a few suggestions on how to contribute to class discussions.

- Offer your perspective on a topic, even if you think it differs from "everyone else's."
- Refer to passages in the text, providing page number, place on the page, in the paragraph beginning with \_\_x\_\_. Read the whole sentence (or more to provide context) that leads into the point that interests you.

- Bring in relevant contemporary issues and examples, including relevant personal experience, or connections to what you are learning in other classes.
- Look up words or key references in the dictionary, online, or in the library and send to our class on the listserv along with a note explaining its relevance. Own and use a dictionary. (For historical definitions use the OED (Oxford English Dictionary), available free online via the Watzek Library reference page. Look up words you don't know and, especially in the older texts we will be reading, look up unusual usages of words to learn 17<sup>th</sup> or 18<sup>th</sup> C. definitions that differ from contemporary usage.
- Follow up on a point raised in class by someone else. Ask a question or build upon an idea.
- Everyone is responsible for the quality of the discussion as a whole. Listen, and then point to what is being left out of a discussion, or redirect the discussion by bringing in another passage or perspective that you find interesting and pertinent.
- Address comments to the entire class (not just to me); refer to your classmates by name. Example: "I think what Alex said about \_\_\_\_\_ was \_\_\_\_\_ because \_\_\_\_\_."
- Show evidence that you are trying to learn. Demonstrate that you are willing to try out a variety of possible interpretations.
- Make contributions to the topic under discussion that are serious, playful, imaginative—in other words fully engaged.

### **SAMPLE of Scheduled of Class Readings**

#### **Week 1**

**Mon., Aug. 30 *First day of class***

Wed., Sept. 1 Genesis 1-11:26

Fri., Sept. 3: Genesis 11:27- ch. 30

#### **Week 2**

**Mon., Sept. 6: Labor Day (no class)**

Wed., Sept. 8: Genesis 37-50; **Introductory essay due**

Fri., Sept. 10: Exodus 1-12

#### **Week 3**

Mon., Sept. 13: Exodus 13-24

Wed., Sept. 15: Plato, *Euthyphro*

Fri., Sept. 17: Plato, *Apology*

#### **Week 4**

Mon., Sept. 21: Plato, *Crito*

Wed., Sept. 23: Discussion

Fri., Sept. 25: Workshop / Discussion

**Week 5**

Mon., Sept. 27: **Essay two due;**

Wed., Sept. 29: Matthew 1-19

Fri., Oct. 1: Matthew 20-28

**Week 6**

Mon., Oct. 4: *Aeneid*, Book 1

Wed., Oct. 6: *Aeneid* 2-3

Fri., Oct. 8: **Fall Break (no class)**

**Week 7**

Mon., Oct. 11: review

Wed., Oct. 13: Midterm

Fri., Oct. 15: *Aeneid* 4

**Week 8**

Mon., Oct. 18: **Essay three due;** *Aeneid* 5

Wed., Oct. 20: *Aeneid* 6-7

Fri., Oct. 22: *Aeneid* 8-9

**Week 9**

Mon., Oct. 25: *Aeneid* 10-11

Wed., Oct. 27: *Aeneid* 12

Fri., Oct. 29: Descartes' *Meditations on First Philosophy*, Meditation 1

**Week 10**

Mon., Nov. 1: *Meditations* 2-3

Wed., Nov. 3: *Meditations* 4

Fri., Nov. 5: *Meditations* 5-6

**Week 11**

Mon., Nov. 8: Workshop

Wed., Nov. 10: **Essay four due;** *Frankenstein* 45-116

Fri., Nov. 12: *Frankenstein* 117-174

**Week 12**

Mon., Nov. 15: *Frankenstein* 175-244

Wed., Nov. 17: *Narrative of the Life of Frederick Douglass*

Fri., Nov. 19: *Frederick Douglass*

**Week 13**

Mon., Nov. 22: *Civilization and Its Discontents*

Wed., Nov. 24: *Civilization and Its Discontents*

Fri., Nov. 26: **Thanksgiving Holiday (no class)**

**Week 14**

Mon., Nov. 29: *The Double Helix*

Wed., Dec. 1: Discussion

Fri., Dec. 3: Workshop

**Week 15**

Mon., Dec. 6: **Essay five due**

Wed., Dec. 8: ***Last Day of Class***; review

Fri., Dec. 10: **Reading Day**

**Final Exam: Saturday, December 12, 1:00-4:00 pm**