Course Syllabus

**INTG 200: Learning Explorations**

**Spring 2022**

MWF, 8:20-9:15am, HAB 101

**Instructor Information:**

Dr. Kyhl Lyndgaard (my preference is to be called Kyhl)

Primary Office Phone: 320-363-2392

E-mail: [klyndgaard@csbsju.edu](mailto:klyndgaard@csbsju.edu)

Office Hours: Check out the Hive to schedule an appointment! Be sure to double-check location as I have offices on both campuses (HAB 103 and Alcuin 355).

**Course Description/Purpose:**This seminar will fry, boil, rise, and sizzle its way through our goals of becoming scholars and mastering what is needed to thrive academically at CSB/SJU. We will use food as a topic for developing and refining critical thinking, analytical reading, argumentative writing, discussion, and public speaking skills. As it happens, these foundational skills are those which employers have indicated as highly desired in their employees.

**Required Course Texts:**

We will be reading texts as assigned, primarily accessed via our Canvas page. No books are required for purchase.

**Tips for Success**

* *Read and Refer to Canvas Often:*

Our Canvas page will list all daily readings and detailed assignment explanations. Each course day will have an entry, most readily navigated through the Modules tab. Bookmark it and check it regularly. If you have questions, email me or ask in class.

* *Attend Class:*

This course aims to create a learning community through a range of in-class discussions, presentations, and experiential activities. If you attend class and participate, you will get much more out of these experiences. Put simply, attendance is essential to your success in this course—and it will contribute to everyone’s success.

* *Be Attentive and Participate:*

Learning is a collaborative endeavor. We are all in this learning community together. Listen to what your colleagues and I say. You will participate by contributing in a meaningful way to discussions and group activities.

* *Read and Reflect Upon Readings:*

The materials that we read outside of class provide the foundation upon which we will build our time together. Without this foundation, our learning community will lose its richness. Prepare for our daily discussions of readings by reading actively, noting your reactions, and jotting questions. You should be prepared to discuss the reading prompts for everything that you read this semester. Please bring your notes, questions, and the day’s common readings to class.

* *Complete and Submit Assignments on Time:*

All assignments provide you with opportunities to strengthen your analytical reading, critical thinking, argumentative writing, and public speaking. To make the most of these opportunities, please submit your assignments on time. All assignments will be submitted on Canvas. Late assignments will lose 10% for each day that they are late. I will not accept assignments that are more than three class days late unless you ask for an extension in advance. If you would like an extension, please talk with me in person at least one day before an assignment is due.

* *Practice Resilience and Ask for Help, When Needed:*

Resilience is practicing persistence. Please do not quit or give up on this course. Please do not do it after the first day, the first week, the first essay, or any other time. If you invest time and energy in this course, I guarantee that you will succeed. You have an amazing amount of ability, and you belong here.

**Course Requirements and Assessment**

1. **Regular attendance, participation in discussions, workshops, etc: 10% of your course grade**.

I believe that sustained, consistent effort is every bit as important to academic inquiry and the writing process as doing well on a small number of exams or formal essays. In this class, you have two absences that you can use if you get sick or have to miss class for some other reason. After that, each absence will result in your course grade being lowered by 2.5%. Because of this policy, *I do not give excused absences*. Note that tardiness will also lower this part of your grade. Finally--if you need to quarantine or isolate due to Covid, please let me know. Depending on circumstances, we may be able to have hybrid class attendance; however, I absolutely need to know as far in advance as possible.

1. **Responses: 30%.**

For many classes, I will be requiring a brief response to that day’s readings, or some sort of prewriting based on longer essay assignments. These responses (250 words minimum) will typically be turned in via Canvas and due by class time. **I anticipate 15 responses, and so each is worth 2 points.**One of the responses will be on metacognition and will fulfill the metacognition learning outcome; another will be on artistic expression and will fulfill the ARTE learning outcome for INTG 200. Two will fulfill the Information literacy outcome.

*What does a strong response look like?*

Ideally, your "typical" response will do three things:

* Demonstrate familiarity with the reading/text through the use of specific examples/citations.
* Offer your own personal reaction to these examples.
* Pose questions for discussion or make connections with other texts.

1. **Student-led class discussion, or “Literature Circles”: 5%.**

You have the responsibility to co-lead a class discussion on that day’s assigned readings. These will be about 30 minutes long. On the day you co-lead discussion, you do not have to do a response online.

**4. Recipes and Me Essay:  20%**

Personal essay examining a food/recipe of personal significance. Includes an identifiable takeaway message/argument. Due March 25.

**5. Research Essay Project**

Annotated Bibliography, due 4/13: **3%**

Sentence Outline, due 4/20: 2**%**

Research Essay, due 4/29: **30%**

5-6 page research essay including at least 5 sources (majority must be peer-reviewed). Students were asked to write about a food-related topic, ideally related to the COVID-19 pandemic. Example topics that they developed and wrote about: Autonomous farming (auto-steer technology), food shelf usage in the Twin Cities, social media’s influence on eating disorders in young girls/women, Covid regulations and the impact on small-town restaurants, production of hand sanitizer in distilleries, etc.

**Grading:** Major assignments such as essays and finals will be graded on a point scale, while shorter assignments are graded pass/fail to reflect your completion and engagement.

Final Grades are calculated on the following scale:

94 and higher          A

88-93                      AB

82-87                      B

78-81                      BC

72-77                      C

68-71                      CD

62-67                      D

61 or lower              F

**Additional Seminar Information**

**Academic Honesty**: It is your responsibility to know the definition of plagiarism and to avoid plagiarizing. The CSB/SJU Academic Misconduct Policy defines plagiarism as “the act of appropriating and using the ideas, writings, or work of another person as one’s own without giving credit to the person who created the work.” If you plagiarize, you will earn an “F” for the assignment. If I deem the plagiarism deliberate and egregious, you will earn an “F” for the course. In all cases of plagiarism, I will follow the procedures outlined in the Academic Misconduct Policy. We will also dedicate class time to ensuring you fully understand plagiarism and how to properly attribute ideas to others.

**Learning Accommodations:** I am dedicated to removing barriers and creating a more accessible classroom environment. If you registered with Student Accessibility Services and have been determined eligible to receive academic accommodations, I encourage you 1) email me a copy of your accommodation letter and 2) schedule a time for us to meet, in person, to discuss your needs in this course. Be advised that while I am committed to honoring approved accommodations, students are responsible for requesting them in a timely manner. Any student who feels they may need an accommodation based on a documented medical condition, mental health condition or learning disability (or suspects they may have one), is encouraged to contact our Student Accessibility Services (320-363-5160 or sas@csbsju.edu). Student Accessibility Services is located in room 105 of the Henrita Academic Building at CSB.  You are welcome to contact me if you have additional questions regarding Student Accessibility Services and classroom accommodations.

**Writing Centers:** The Writing Centers employ peer tutors who will help you through all facets of the writing process. The Center and its tutors are excellent resources that I encourage you to use, not only this semester, but also throughout your entire college career.

**Statement on Sexual Misconduct and Human Rights:** CSB and SJU will investigate and promptly seek the equitable resolution of allegations of conduct that violate our policies on Sexual Misconduct (such as, but not limited to: sexual violence, sexual harassment, relationship violence, stalking) and Human Rights (such as, but not limited to: discrimination on the basis of race, religion, national origin, sexual orientation, disability, or other legally protected category). Students who want to report cases involving sexual misconduct should contact either Jody Terhaar, Dean of Students at CSB (jterhaar@csbsju.edu or 320-363-5601) or Mike Connolly, Dean of Students at SJU (mconnolly@csbsju.edu or 320-363-3171). Students who believe they have been discriminated against should contact the Student Human Rights Officer. Information about both of these policies can be found at [http://www.csbsju.edu/human-rights (Links to an external site.)](http://www.csbsju.edu/human-rights).

**General Course Schedule** (subject to minor changes):

First half—General skills emphasis

1. Intro class—3/2
2. “Eating the Hyphen” (model essay for essay one) 3/4
3. reading for content and context (critical reading skills) 3/14
4. storymatic writing game, and peer workshop prep 3/16
5. writing workshop (writing center tutors) 3/18
6. metacognition (MAI in class) 3/21
7. Anthony Bourdain essay & interview (Literature Circle 1) 3/23
8. ESSAY ONE DUE (plus “how to write titles” & Dear Reader letter in class) 3/25
9. “Nature of College” by James Farrell (LC2) 3/28
10. Heid E. Erdrich disc. and Literary Arts Institute (LC3/ARTE). 3/30

Second half—Research Essay emphasis

1. Research Essay intro w/interest inventory 4/1
2. common reading—Echo Chambers (LC4) 4/4
3. research proposals 4/6
4. Info Literacy 1—EndNote, etc w/ Jonathan Carlson. Modules 1-3 4/8
5. Info Literacy 2-- 4/11
6. Annotated bib due; outlines/flashlights 4/13
7. no class 4/20—individual meetings w/draft outline before/after Easter Break
8. They Say, I Say—using templates 4/22
9. workshop day (writing center tutors) 4/25
10. Final proofreading 4/27
11. haikai party with Research Essay Due 4/29