

Adventure, Exploration and Risk: Moral Courage
IWC 100 Fall 2014
12:50-2:30 T TH – Grose 339

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MWF 1-4 and
by appointment

*“It is curious that physical courage should be so common
in the world and moral courage so rare.” – Mark Twain*

*“Exploration is the physical expression of the
intellectual passion.” – Apsley Cherry-Garrard*

*“I learned that courage was not the absence of fear, but the triumph over it.
The brave man is not he who does not feel afraid, but he who conquers that fear.”
– Nelson Mandela*

Welcome to IWC. Although all IWC professors have the same goals for their classes, we use different texts, different approaches and explore different themes based on our passions and experiences. The theme and readings for this course complement those in your Inquiry Seminar, Adventure, Exploration and Risk, wherein you will examine the issues brought to light in the travel and adventure narrative: conquest, self-discovery, science, and a good bit more. Here in IWC, we will examine different types of adventure, exploration and risk: those of the intellectual, ethical and societal nature. We will explore such questions as:

- What compels people to make courageous decisions or take actions that are counter-cultural?
- What kinds of risks do they take when they do so? Are such risks rewarded or punished?
- Can moral courage be learned, or is courage an innate part of some personalities?
- What are the connections, if any, between physical risks and ethical and societal risks?

Texts and materials:

Hacker, Diana. *Research and Documentation in the Electronic Age* (5th edition—you will also use this in INQ and throughout your college career)

Hoffert, Melanie. *Prairie Silence*.

Saberi, Roxana. *Between Two Worlds: My Life and Captivity in Iran*.

Watkin, Amy, Virginia Connell and Molly Flaspohler, eds. *Inquiry Matters: A Student Guidebook for Writing in the Core and Using the Carl B. Yhisaker Library*. Moorhead, Minn.: Concordia College, 2010. (You will also use this in INQ.)

Three-ring notebook for reading notes, in-class writing, and handouts

IWC 100 and the Concordia College Core Curriculum

As part of Concordia College's First-Year Experience in our liberal arts core curriculum, this course will help you take one of the first and most important steps towards fulfilling the college's mission of being thoughtful and informed.

Courses in the general core curriculum seek to ...

1. Instill a love of learning;
2. Develop foundational skills and transferable intellectual capacities;
3. Develop an understanding of disciplinary, interdisciplinary, and intercultural perspectives, and their connections;
4. Cultivate an examined cultural, ethical, physical, and spiritual self-understanding;
5. Encourage responsible participation in the world.

IWC 100 will help fulfill each of these goals in various ways, but in particular the course will address Goal #2: As a liberally educated person you should be able to ...

- explore ideas through generative and polished writing;
- organize ideas clearly;
- develop ideas thoroughly;
- construct, test, and articulate arguments;
- grasp how communication clarifies thought.

In addition, IWC 100 will support your growth in critical thinking and information literacy, skills that are introduced in the Inquiry Seminar.

To ensure the steady progress of all students toward these goals and support the college's commitment to undergraduate research, the course requirements for all sections of IWC 100 are the same. Although texts, assignments, and methods vary from section to section, to pass this course, you will ...

1. Write at least three projects:
 - a. Textual analysis that includes summary, analysis, and response
 - b. Field research—research in which the writer is the agent who causes new data to emerge. In other words, the data and information acquired through field research cannot be found anywhere other than the writer's notes and the resulting project
 - c. Research writing, using library research
2. Incorporate argument to convince or persuade into at least one of these writing projects;
3. Read at least one extended work to support the development of critical reading, writing, and thinking;
4. Use generative writing in order to emphasize writing as a mode of inquiry;
5. Write at least eighteen pages of polished writing for the semester, including at least one library research-based essay that is at least six polished pages with multiple sources appropriate to the assignment;
6. Compile an end-of-course portfolio.

How we will attempt to meet those goals: The work:

You are asked to write four full essays with appropriate drafts and revisions. You will also write short, informal, non-graded papers and exercises. All of these assignments will be more fully explained in class and in handouts.

1. **Library Research/argument**

You are asked to write an argument essay supported by library research in which you advocate a position or action. This essay is in the form of a newspaper editorial and is a minimum of three pages. Topics will be developed in class discussion from assigned readings and then expanded with continued individual reading. Books you read in INQ may be used as sources.

2. **Field Research**

Field research is that in which you create the data via interviews, surveys, observation, etc. Here, you are asked to interview a person who has taken a significant risk, whether physical, moral or societal. You will then write a personality profile of that person, incorporating relevant secondary sources (library research) into the narrative. This paper is a minimum of eight pages. Books you read in INQ may be used as sources.

3, 4. **Summary/Analysis/Response**

You are asked to write two essays that respond to two readings that we will discuss in class. These are close reading, textual analyses assignments. Think of them as magazine length, in-depth book reviews. Each will be a minimum of four pages.

Grading:

Summary-Analysis-Responses: 30%

Library Research/argument 25%

Field Research work: 25%

Class participation: 20%

Minimum points for grades: A: 94% B: 84%; C: 74% D: 64%

Course policies, general etiquette and house rules:

What you owe me and your classmates: Being prepared for class, arriving on time, actively engaging in the work, taking part in the discussion, respectful interactions.

What I owe you: Being prepared for class, arriving on time, actively engaging in my work, respectful interaction, challenging you to do your best work, listening to your concerns, helping you outside of class, prompt return of your work.

Assignments and essays: All submitted work (other than in-class, generative writing) must be word processed and follow MLA guidelines, when applicable. Remember to save all of our work

in multiple places (X-drive, disk, hard drive, email). **Save everything**, as you will be asked to submit a final course portfolio at the end of the semester.

Daily work: Daily work will consist of in-class writing, homework assignments and essay drafts. In-class daily work cannot be made up. Daily assignments might not appear on the syllabus and may be announced in class, so it is important to check with others if you are absent. It is your responsibility to find out what assignments you may have missed.

Active reading: Complete reading assignments before you come to class. Active reading is expected, with passages highlighted or underlined and questions and comments noted for discussion.

Attendance: Come to class. You are adults and therefore I resist allowing X-number of absences before your grade goes down. But I notice when you are absent and it makes me cross. Absences also greatly reduce your chances of success, especially because this class is heavily dependent on discussion. When you are gone you let down your classmates and miss information and activities that cannot be recreated. Save your occasional absences for illness. If you expect to be absent because of a school-sanctioned activity, please let me know ASAP and try to make up any assigned work before you leave.

Late work: I don't accept it, except in cases of true emergency. Talk to me.

Academic integrity: In both this class and your Inquiry Seminar we will spend considerable time discussing what constitutes plagiarism. Plagiarism or any other form of cheating, such as submitting previous work, will result in a zero for the work, the possibility of an F in the course, and a report to the college's academic dean. At the end of each polished essay, please type and sign the Integrity Statement (*Inquiry Matters* p. 59).

Communication: I hold office hours 15 hours a week so please take advantage of them should you need help. If you have questions, I prefer that you call rather than email me.

Etiquette: Arrive on time. I often make announcements at the start of class, and arriving late is rude to your classmates and to me. Don't pack up to leave until class ends. Food and drink are permitted as long as they aren't distracting and you don't make a mess. Please recycle in designated containers. Put away your cell phones. If you text in class I will ask you to leave for the day.

The Writing Center: The Writing Center is located in the Fjelstad basement, and is open Monday through Thursday from 3:00-5:00 p.m. and 6:30-9:30 p.m., and on Sundays from 6:00-10:00 p.m. To make an appointment, call 4334 or stop by the Writing Center during business hours to set up your own appointment. Drop-ins are welcome, though students with appointments have priority. Please don't wait until the last minute to seek assistance; appointment times fill quickly because many students recognize the valuable feedback that is available to them. The Writing Center also has four computers with a printer as well as a number of writing resource materials available for your use; no appointment is necessary to use computers or resources. I may require students to use the Writing Center if their writing suffers from basic grammar problems that are not the focus of this class.

