

# Seminar 101: How to Live in the World

Monday & Wednesday, 12:00 – 12:50 pm  
Old Main 580 ○ Fall 2018: CRN 41720

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Office: Center for Community Learning  
Office Location: Wilson Library 481  
Office Hours: By appointment

*We each have the opportunity to live our lives consciously in spite of all the soporific influences, to act even when we know how complex the prospect of doing so truly is. Our charge is not to “save the world,” after all; it is to live in it, flawed and fierce, loving and humble. — Courtney E. Martin, writer & activist*



## COURSE DESCRIPTION

In this course, we'll explore engaged learning, analyze social problems and pathways to social change, and reimagine how we understand, interact with, and talk about failure and success. In partnership with the Center for Community Learning, this seminar offers a holistic approach to learning focused on “striving not just for knowledge in books, but knowledge about how to live in the world.”

## FIRST-YEAR INTEREST GROUP (FIG) PROGRAM OBJECTIVES

The FIG program is designed to help first-year students:

- negotiate successfully the academic and personal opportunities and challenges of their first year;
- understand the intellectual, moral, civic, and personal purposes of their liberal arts education; and
- connect to Western faculty and the larger campus community.

## REQUIRED TEXTS & MATERIALS

- Imarisha, Walidah & brown, adrienne maree. *Octavia's Brood: Science Fiction Stories from Social Justice Movements*. Oakland: AK Press, 2015.
- In addition to the Western Reads text, I will provide print and digital copies of all required texts.
- Bring a notebook, writing tool, and pocket folder to each class session.

**COURSE ASSIGNMENTS & POINT VALUES:** For each course assignment, I will provide instructions and a grading rubric. The assignments for the course total 125 points, calculated as follows:

<b>Assignment</b>	<b>Points</b>
Initial Self-Assessment	10
In-class Assignments	35
Text Responses (4 x 5 points each)	20
Group Project: <i>Octavia's Brood</i>	20
Independent Learning Project	40

**GRADING SCALE:** Percentages for final grades are based on the total points possible for the course.

A : 94 – 100 %	B- : 80 – 83 %	D+ : 67 – 69 %
A- : 90 – 93 %	C+ : 77 – 79 %	D : 64 – 66 %
B+ : 87 – 89 %	C : 74 – 76 %	D- : 60 – 63 %
B : 84 – 86 %	C- : 70 – 73 %	F : 59 % or below

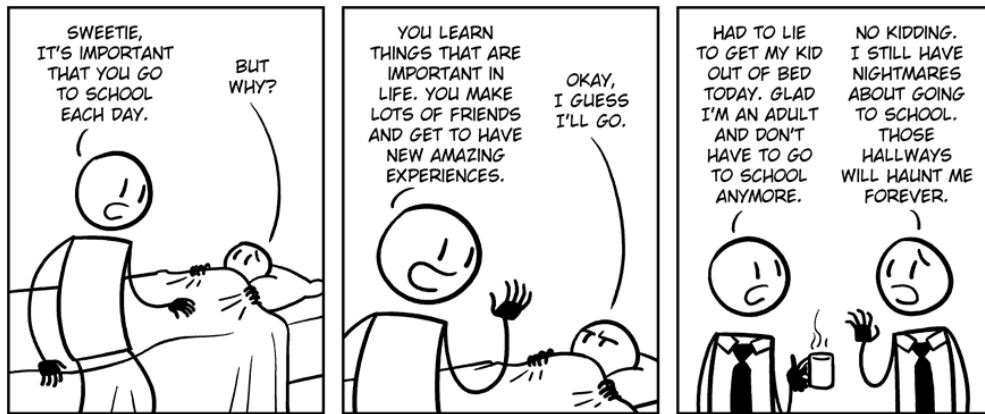


*Engaged pedagogy necessarily values student expression...When education is the practice of freedom, students are not the only ones who are asked to share, to confess. Engaged pedagogy does not seek simply to empower students. Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by the process — bell hooks, author & activist*

## **COURSE EXPECTATIONS**

This class is designed to encourage full participation of all voices within this learning community, with all of us being both learner and teacher. As a learning community, we will strive to cultivate a space to take risks, to challenge and be challenged, to discover, to inquire, and to fully examine our assumptions and perspectives. Together, we will draft community agreements that will guide our interactions and outline what we can expect from each other.

- **Attendance:** I firmly believe in Adrienne Rich’s declaration that “you cannot afford to think of being here to receive an education; you will do much better to think of yourselves as being here to *claim* one.” If you’re not here and fully present, we can’t build community with each other.



I expect that you will make every effort to attend all class sessions and be on time. That said, because life is unpredictable, you are permitted 3 absences with no explanation needed. Beyond these 3 absences, if you are unable to attend class for any reason, please contact me via email or phone prior to the class (unless there are extenuating circumstances that prevent you from communicating in advance). If you are habitually absent or late, you and I will need to meet to discuss your standing in the class.

- **Assignment Submission:** I expect you to submit assignments on time. Please discuss assignment accommodations with me in advance of the deadline. You will submit most assignments digitally.
- **Canvas:** We will use Canvas to communicate regarding assignments and other course information. You are responsible for accessing the class Canvas site on a regular basis to obtain class materials and any announcements relevant to the course. You can also keep track of your grades and class progress on Canvas.
- **Class Courtesies**
  - *Illness:* Out of respect for your well-being and ours, please do not attend class if you are ill. Consult our attendance policy to know how to proceed if you must miss class.
  - *Technology:* Electronic devices can distract you and your peers from the seminar experience. Please refrain from using your phone in class and keep phones on silent, vibrate, or “do not disturb” mode. Unless you use a laptop computer or tablet as assistive technology, please avoid using these devices in class.
  - *Restroom Breaks:* Please feel free to step out as needed.
  - *Food & Beverage:* You’re welcome to have food and drinks in the classroom. Please clean up after yourself!

- **WWU Communications:** Make sure to check your WWU email regularly. Instructors will often send important information to you via email. Urgent messages from other WWU offices come to your university email as well. FYI: Messages from external email providers such as Gmail, Hotmail, Yahoo, etc. often end up in spam folders due to protections on our university email system. Therefore, if you send an email to faculty or staff on campus from an external email domain, we may not receive it.

### **IMPORTANT POLICIES AND RESOURCES:**

- **Academic Integrity:** We, the faculty, students, administration, and staff of Western Washington University, are deeply committed to integrity as a fundamental principle of education. This can only be achieved when we commit to integrity throughout all of our activities at the University, including our work, academics, and campus life. We exhibit integrity within the classroom by taking credit only for work we have done and crediting the work of others. WWU's Coalition for Integrity website provides information including why integrity is important and how to promote it, as well as types of academic dishonesty and how to avoid them — particularly plagiarism. The site also includes WWU's policy and procedures on academic honesty. Please see me if you have any concerns or questions about academic integrity regarding yourself or your classmates. For more information on our values, visit [www.wwu.edu/integrity](http://www.wwu.edu/integrity).
- **Accommodation Policy:** Western is committed to equal opportunity and non-discrimination in all programs and activities. Please direct requests for accommodation or assistance to the WWU Disability Access Center: Email: [drs@wwu.edu](mailto:drs@wwu.edu) / Phone: 360.650.3083 / VP: 360.255.7175 / Visit: Old Main 110.
- **Commitment to Diversity, Equity, & Inclusion:** Western Washington University is an institution that stands for equality of educational opportunity and it reaffirms its commitment to creating a campus environment free of discrimination and bias. It therefore expects all faculty, staff, and students — when representing the university to its public — to show respect and appreciation for human diversity. Any actions or language that reinforce demeaning attitudes or assumptions about persons or groups based on age, disability, ethnicity, gender, national origin, race, religion, marital status, sexual orientation, or any other protected identity are not acceptable.
- **Discrimination & Harassment:** It is Western's goal to maintain an environment that is free from all forms of illegal harassment and discrimination, including sexual harassment, sexual violence, sexual assault, sexual coercion, rape, bullying, and hazing. There are multiple reporting options if you, someone you know, or a group within our University community, has experienced bias based on sexual orientation, gender identity or expression, race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, veteran status, age, and/or marital status. We encourage you to report bias incidents to the Equal Opportunity Office by visiting Old Main 345, calling 360-650-3307, or submitting a Bias Incident Reporting Form.
- **Health & Wellness:** Personal health and wellness is one of the most powerful determinants of a successful college experience. Counseling, Health, and Wellness Services is dedicated to assisting

you in sustaining good emotional and physical health, and to providing care, guidance, and resources when needed. Their goal is to teach you ways to care about your own health and to maintain your own well-being so that you may achieve your academic, personal, and career goals. We encourage you to utilize these services that are dedicated to providing you with quality physical and emotional health care:

- Counseling Center: Old Main 540 ■ 360-650-3164
- Student Health Center: Campus Services ■ 360-650-3400
- Prevention and Wellness Services: Old Main 560 ■ 360-650-2993

- **Religious Holiday Observance:** It is important to me that I honor and respect your religious faith and practice. If you will miss class due to religious holiday observances, please consult our class attendance policy and communicate with me accordingly.

