

LEC 100 F06

Crazy? Compassionate? Visionary? An Examination of Lives Lived and Lost in the Wilderness

Your Professors

<u>Name</u>	<u>Office</u>	<u>Email</u>	<u>Phone #</u>	<u>Office Hours</u>
Mary Hoeft	118 Meggers	mhoeft@uwc.ed u	234-8176, x5422	TBA
Nancy Chick	121 Meggers	nchick@uwc.ed u	234-8176, x5425	TBA

Times & Location

Mondays and Wednesdays 1:00 – 1:50 in Student Center 402

Required Texts

Jon Krakauer Into the Wild

Werner Herzog Grizzly Man (view in class)



About the Seminar & Learning Community

This interdisciplinary course introduces students to the interesting projects, conversations, and areas of research that a single book and film can inspire. Students will explore a variety of subjects and themes in the book and the film.

This one-credit course is the come-together seminar for students participating in UW-BC's learning community. Membership in the learning community is defined by enrollment in the following two courses:

COM 103: Public Speaking (Hoeft) & ENG 101: Composition I (Chick)

Your membership in this learning community will facilitate intellectual and personal connections between classes, disciplines, students, and professors.

Learning Goals

- **To empower students with a sense of responsibility for the learning process and an understanding of how to learn**
- **To engage students in the classroom, across the campus, and in the community**
- **To heighten students' awareness of disciplines and disciplinary perspectives**

Grade Breakdown

30% Class Attendance and Participation
20% Engagement Passport

20% Presentation
15% Group Assessment
15% Reading Journal

Attendance & Participation

Attendance accounts for 50% of this grade. Students are expected to attend each of the 15 class periods, as well as the final exam period. Absences will lower your grade as follows:

A no absences

A- 1 absence

B 2 absences

C 3 absences

C- 4 absences

D 5 absences

D- 6 absences

F 7+ absences

Participation accounts for the remaining 50% of this grade. We will assess oral and written communication for evidence of careful and critical engagement with assignments.

Engagement Passport

To encourage you to explore the university beyond the classroom throughout the semester, you must attend a minimum of eight campus-related activities from at least two different categories below.

Category A: Social Activities

Attend a meeting of a campus organization

Attend a university-sponsored athletic event

Participate in intramural sports

Join an athletic team (worth 2 stamps)

Attend other university-sponsored social activities

Category B: Advising Activities

Attend a Student Services workshop

Discuss the College Student Inventory, mid-term grades, spring classes, or another advising

issue with your advisor

Work with an official tutor in the Learning Lab

Seek help from official librarians on a specific library assignment for any class

Category C: Forums, University-Sponsored Events, Campus-Related Projects & Publications

Attend a campus event based on Into the Wild

Attend a university-sponsored forum

Submit something original to the UW-BC literary magazine (The Red Cedar Review) or

newsletter (Roots)

Attend a play at our university theatre

To document this exploration, get a stamp in your passport (and write a brief description next to each, such as "Study Skills workshop, Category B, 9/19/06") at each activity. If you do a single kind of activity (i.e., Student Services workshop, see your advisor, attend a play) more than once, **no more than two stamps for the same activity will be counted.** *Your goal is variety.* Your passport will be graded as follows:

A+ 9 or more

stamps

A 8 stamps

B 7 stamps

C 6 stamps

C- 5 stamps

D 4 stamps

D- 3 stamps

F 2 or fewer stamps

Document each activity in your passport with a stamp, brief description, and the date next to each stamp (i.e. Study Skills workshop/Advising, 9/19).

Project & Reading Journal

See separate handouts.

Course Schedule

Week One	Introduction to course, professors, projects, and course goals After class, carefully read course materials & <u>Into the Wild</u> "Author's Note" by the time you come to class next time. College Reading Strategies
Week Two	<u>IW</u> Chapters 1-2 and discuss chapter & students' application of reading strategies <u>IW</u> Chapters 3-4 and discuss
Week Three	View 30 minutes of <u>Grizzly Man</u> and discuss Formulating Questions for the Project Using Chapters' Topics View 30 minutes of <u>Grizzly Man</u> and discuss Formulating Questions
Week Four	<u>IW</u> Chapters 5-6 and discuss Using Ethos and Pathos to Support a Position <u>IW</u> Chapters 7-8 and discuss Groups Start Developing Final Project
Week Five	View 30 minutes of <u>Grizzly Man</u> and discuss View 30 minutes of <u>Grizzly Man</u> and discuss Groups Plan Final Project
Week Six	<u>IW</u> Chapters 9-10 and discuss How to Deliver a Presentation <u>IW</u> Chapters 11-12 and discuss
Week Seven	<u>IW</u> Chapters 13-14 and discuss Plan Final Project

Weeks Eight – Four- teen	Work within your small group to finish reading and discussing the book together, view the Postscript to <u>Grizzly Man</u>, and—as a group—take a position.
Last Day	Engagement Passports due; Last minute presentation questions and course evaluation
Final Exam	Project Presentations