Instructor: James Owens, MA, LLPC
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Office Hours: By appointment.


Course Description: The General Education Seminar represents a community of scholars engaged in free, open intellectual inquiry. The primary goal of the seminar is to enable students to integrate their undergraduate education along the lines of inquiry established by the instructor. These guidelines will vary but all sections of the seminar will engage students in a significant learning experience that will call upon them to articulate their personal philosophy of life, their ethics, their social consciousness, and their life/career aspiration and commitments (*Siena Heights University: Undergraduate Catalog, 2002-2004*, p. 106).

COURSE OBJECTIVES AND LEARNING OUTCOMES:
   Students will evaluate and analyze the components of issues assigned by the instructor.

2. Ethics/Mission: Modes of Learning.
   Students will research and articulate chief ethical issues in their chosen discipline.

3. Life-Long Learning: Diversity Leadership
   Students will articulate a vision of life-long learning that addresses diversity in the development of leadership.

4. Philosophy of Life: Spiritual and Intellectual Life and Personal Growth.
   Students will be able to express their philosophies of life, evaluate that philosophy’s ability to respond intelligently, creatively, and compassionately to change and diversity, and explain how it will be manifest in all aspects of living.

   Students will identify and apply their unique social consciousness in service toward family and community.

This syllabus is subject to change.
Course Strategies: This professor strongly believes in learning by doing, therefore you will be expected to be an ACTIVE student in this course; the learning outcomes largely rely on your ability to personally engage the topics of the course. Our goal is to become a community of learners, benefiting from each other’s perspectives and experiences. The instructor’s purpose will be to challenge unquestioned assumptions, complacent thinking, and to raise questions.

Professional Ethics: All who participate in this class will display the highest professional ethics based on the principles of integrity, credibility, mutual accountability and appropriateness. Any form of disrespect or harassment will not be tolerated. Especially in a course of this nature, it is paramount that each participant respects the differing perspectives and viewpoints represented in the class.

Late assignments: Embedded in every assignment is the goal of preparing work on time. Assignments are due at the start of class. Late assignments will not be accepted.

Absences: Attendance is required. In-class assignments cannot be made-up at a later date.

Technology: Technological devices must not disrupt class, and shall be utilized only for in-class activity.

Grading: Students will be expected to attend and participate in all scheduled meetings, read the required materials, complete assignments, and participate in class discussion. The responsibility for determining grades rests with the instructor and reflects the student’s achievement of the academic goals set for each course. Grades are recorded at the close of each semester in the following terms:

Grades will be based on the following scale: Grade Percent (A+ 100-99%) (A 98-97%) (A- 96-94%) (B+ 93-91%) (B 90-88%) (B- 87-85%) (C+ 84-82%) (C 81-79%) (C- 78-76%) (D+ 75-73%) (D 72-70%) (D- 69-67%) (E 66-00%)

Academic Dishonesty Policy: Academic dishonesty will not be tolerated and if demonstrated will result in failure of the course. Academic dishonesty is unethical behavior which violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations and plagiarism. Plagiarism is the failure to give credit for the use of material from outside sources. It includes, but is not limited to, verbatim use of a quote without quotation marks and adequate documentation, submission of a paper prepared by another person as one’s own work, using the ideas, facts, words, or data of someone else and claiming them as your own, or not documenting ideas, facts, words, or data gathered during research.

Non-Discrimination and Academic Accommodations Policy: It is the policy of Siena Heights University not to discriminate on the basis of race, color, national origin, age, disability, sex, religion, or sexual orientation, in the admission or access to or treatment in any university programs and activities or any aspects of employment by the university. To maintain the University’s commitment to the policy of non-discrimination on the basis of disability and to ensure the university’s continuing compliance with the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, Siena Heights University has designated the Director of Human Resources as the coordinator of university compliance.
Siena Heights University is committed to providing a learning environment that benefits all students. Pursuant to the Americans with Disabilities Act of 1990 all reasonable accommodations will be made to meet the documented needs of students. The Siena Accommodations Policy for Students with Disabilities requires a student to provide written documentation of his/her disability to the Academic Advising Office. If you require special accommodations, it is your responsibility to notify each instructor during the first two weeks of the semester. In accordance with University policy and the equal access laws, I am available to discuss appropriate academic accommodations that you may be eligible for as a student with a disability. Please contact me for an appointment to discuss possible accommodations. Students must register with the Office for Students with Disabilities for disability verification and determination of reasonable accommodations. Requests for accommodations must be done in a timely manner and are not retroactive.

Assignments:

**In-Class Worksheets:** Due: Weekly
Worksheets will be disseminated at the start of class for students to follow along with the lectures and presentation of each class session. 10 points each.

**Roles Paper:** Due Week 3. Select 5 from among the several Dualistic “aspects”, “roles” or “voices” of the self, and write a 6 page reflection paper (1 title page, and approximately 1 page per role/voice) denoting how that role/voice helps you and others, and how it might also hinder you and others. In your conclusion, express your opinion on your own ability to live as an one who owns and integrates these roles/voices. Follow APA guidelines (margins, font, spacing, headings, etc.). 50 points.

**Affluenza Paper:** Due Week 5. Read Part three “Treatment” of Affluenza. Write a ½ page reaction of your thoughts – like a journal entry – for each of the chapters 21-30. Do not simply summarize information from the author, instead write what you think, how you feel, and what you might do differently in your life after having read that chapter. This assignment should be approximately 5-6 pages in length, have an APA title page, and be typed and double-spaced. 40 points.

**Memorial Service Paper:** Due Week 8. Complete the exercise on page 204 titled: Planning Your Memorial Service. Write a paper fictionally addressing the structure and content of your memorial service. Address several of the questions posed in the exercise in your paper. Be sure to include a eulogy that would be read at the service, an epitaph, partial list of invitees and why you chose them, music to be played if any, and any other elements important to you. Be as creative and descriptive as possible. You may also create and include a memorial service program card for extra credit. I am not assigning page parameters so you will have creative freedom to fully express yourself. 50 points; 10 extra credit points possible.

**Weekly Schedule:**
- Week 4: Baraka. Affluenza.
- Week 7: Mindfulness. Last Lecture.