

A Guide for New Instructors of NPD 2000

North Park Dialogue 2 performs a number of curricular functions. As a core course, it is intended to help build a sense of North Park as a learning community. As the second course in the writing sequence, it is intended to help students improve their writing by producing a college-level research paper. As a course in ethical reasoning, it is intended to help students understand a minimum of three ethical theories and to apply them to a contemporary issue chosen by the instructor. Finally, the course is also intended to help students raise and address questions about the role of society in shaping ethical beliefs as well as evaluating their own responsibilities as ethical beings within society.

This is a wide range of course goals, but also what one would expect from an interdisciplinary core course. Consequently, this course needs to be approached differently from the way one approaches courses more closely associated with a single discipline.

The Dialogue sequence is intended to be transformational. We want our students to reflect on texts and experiences that will cause them to question and evaluate their assumptions about the world. However, we wish our students to raise these questions and reflect on their experiences in a safe environment. Class discussion should be an opportunity to test their ideas and receive reactions and criticism from their peers and their instructors. The writing assignments are designed to help students present their ideas in a formal, polished manner. The emphasis should be placed, therefore, on the questions we raise, not on the insights we supply.

Course Topics

Instructors choose their own topics and create their own syllabi; however, each course must adhere to ALL published outcomes for NPD2 [attached below], including teaching composition, argumentation, and research strategies, and at least three major ethical theories such as virtue theory, deontology, utilitarianism, ethics of care, naturalism etc.* Some recent NPD2 topics have dealt with environmental issues, same-sex marriage, global slavery, and just war. Instructors often join together in clusters to share topics, syllabi, and some Friday lectures. All NPD2 syllabi must be submitted for review to the Dialogue Committee before the beginning of the semester [email to rdooley@northpark.edu.]

*NPD2 outcomes exclude only **I.B.2.bi-iii** [the summary, narrative, and comparison/contrast essays]

Format

The course consists of two discussion sections and one lecture section each week. These Friday lecture sessions are held at 10:30-11:35, usually in LHA. Approximately six lectures will be scheduled by the Director of Dialogue and will pertain to ethical theories. The remaining Friday sessions are the responsibility of individual instructors and should meet in the instructor's classroom [unless otherwise instructed by the registrar]. Some instructors with similar topics may wish to meet in clusters on some of these Fridays.

Instructors may wish to adopt an ethics text and/or use on-line materials. Instructors should require Hacker's Rules for Writer's [this is the same handbook that was required for NPD1] and may wish to require composition/argumentation text as well. Ethics readings and discussions should be arranged to coincide with Friday lectures on ethics, while writing instruction should be interspersed throughout the course.

Instructors should assign two essays and a substantial research paper for a total of 20-25 formal, graded pages. The research paper should incorporate ethical analysis and may be linked to the previous two essays.

Grading Standards: NPU ACT scores suggest that students will have a wide range of writing skills and challenges. Statistically, each section will reflect this range of ability with the average grades being C's and B's. A majority of A's or a preponderance of D's and F's would be a statistical anomaly. For more information see "Grading Characteristics and Criteria" under Curriculum Guides/Outcomes at www.npuwritingcenter.com. In order to maximize grading parity across sections, grading workshops will be offered by the Writing Center at least once during the semester.

LIBRARY USE

1. Introduce your class to the library by scheduling a library session. Contact either Katie Maier-O'Shea or Laura Burt.

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with Katie Maier-O'Shea as soon as possible at kmaier@northpark.edu.

3. The library will place materials related to your topics on 7-day circulation or on reserve at your request. This allows students better access to limited resources.

Faculty Development: NPD2 faculty will meet occasionally on Wednesdays [3:30-5:00] toward the end of fall semester and during spring semester to address course administration and pedagogical concerns. A schedule will be provided.

Resource s:

Ethics: Classical Western Texts in Feminist and Multicultural Perspectives

Edited by James Sterba

http://www.amazon.com/gp/reader/0195127269/ref=sib_dp_pop_toc?ie=UTF8&p=S005#reader-link

This is a philosophy text, but for those using such a text as a introduction to ethics, you may find the essays useful to bridge classical ideas on ethics with feminist and multicultural appropriations.

Barbara Fine Clouse's *Working It Out: A Troubleshooting Guide for Writers*, McGraw Hill 0-07-011619-9 is an excellent resource for either the instructor or the student and can be used in NPD1 and NPD2.

It's described as a "handy compendium of strategies that covers the full range of the writing process." It's about 100 short pages of extremely accessible and user friendly material arranged around statements such as "I Don't Know What to Write," "My Ideas are All Mixed Up," "I Used a Period and a Capital, So Why Isn't This a Sentence," and "I Have a Spot on My Lip, Does It Look Infected?" [OK, I made the last one up just to see if you were paying attention.]

Frequently Asked Questions:

What aspects of the syllabus may I change? Which are carved in stone?

Unless we as a faculty agree to make changes, you should consider the lecture schedule and the writing assignment schedule carved in stone. While you can make some small adjustments with when particular assignments are due, the writing advisors have arranged their schedules to accommodate the printed schedule. Before you change when an assignment is due, as a courtesy, ask your writing advisors if it is all right with them. In any event, you should not schedule writing conferences for the seventh or last week of the semester.

According to NPU's contract with Follett Bookstores, all textbooks **MUST** be ordered through the campus book store.

Send an email with a Subject: Fall 08/09 Book Order and including the following in the body of the email - **Course Number, Course Name, Enrollment Estimate, Author, Title, Edition and ISBN** to 0983txt@fhcg.follett.com <<mailto:0983txt@fhcg.follett.com>>

What should I do on the first day?

In addition to the usual items of taking role and going over the syllabus, the most important thing you can do on the first day is begin the process of getting everyone in the class to know everyone else in the class. While we tend to think that the most important relationship is between the student and the instructor, in a discussion class studies have shown that it is equally important that students feel comfortable speaking in front of one another. Not only do you have to learn everyone's name, you should make each student learn the names of the other students as well.--DK

How do I get students to read the material and prepare for class discussion?

You might want to consider informal writing assignments. I have had some success with journal writing. Unless you are willing to collect the journal everyday, however, most students will do the journal *after* the class discussion. Another technique is an in-class writing exercise at the beginning of the period.—DK

What are writing advisors?

The writing advisor is the key to the Dialogue writing program. A writing advisor is an undergraduate student who has taken a course in writing pedagogy and who part-time for the writing center. The writing advisor reads the drafts of student papers, makes comments on the drafts and then holds a one-on-one conference with the student, making suggestions for improvement.—DK

How do I work with a writing advisor?

Writing advisors will be assigned to you by the Director of the Writing Center shortly before the draft of the first writing assignment is due. Once you have been assigned your writing advisors, it is good idea to meet with them. You should explain to them any peculiarities of your writing assignment and of approach to writing. If you are looking for something particular in the assignment based on what you have done in class, make sure the writing advisors know about this. Make sure your writing advisors know what day your student will turn in their drafts and make arrangements for when and how the WAs will pick up the drafts. You should also, if possible, arrange to have your writing advisors attend your section to introduce themselves.

Assign each person in your section to a writing advisor. Each writing advisor will prepare a sign-up sheet listing the times he or she will be available for consultation. Have each of your students make an appointment with the appropriate WA. Make sure each student notes the time and place of the appointment. Make a copy of all of the sign-up sheets and display them near your

their appointment was scheduled for.

Are there limits on what a Writing Advisor is expected to do?

Each writing advisor has agreed to comment on a certain number of papers. You should not expect a WA to read any additional papers.

Writing advisors are not required to hold conferences during the 7th week of class—when quad classes have their final exams—or during the last week of the semester.

Writing advisors are not required to make up appointments students have missed. If for some reason a WA needs to cancel an appointment, the WA is expected to contact the student and arrange a different meeting time.

What if I am having problems with a writing advisor?

If you are having difficulties with your WA, you should contact either Carol Martin, the Director of the Writing Center or Ron Dooley, the Director of the Dialogue Program. Talk to Carol if the problem involves the WAs workload or the WAs quality of work. Talk to Ron if the WA has missed appointments, is late with returning work, or other disciplinary matters.

Practical Issues for Adjuncts:

Where is my office and mailbox?

Your office will be in either C-12 or C-14. Because this office space is shared, we will have to work out a schedule so that the space is not any more overcrowded than it has to be. Your mailbox will be near the entrance to the GOAL Office on the first floor of Carlson Tower.

Where do I go for photocopying?

You may either use the copiers in the basement or on the 6th floor of Carlson Tower. The copier code is on the back of your id badge. You may also use the copier in the Scandinavian Room of Caroline Hall and in Magnusson Hall.

What about AV equipment?

If you frequently use audio-visual material in your class, you may want to get a smart classroom. The Dialogue Director would be happy to make those arrangements. If your needs are infrequent, you can order AV equipment from Media Services at x5577. You may also put media on reserve. Their office is located in the basement of the library.

Who do I go to for problems with being paid?

You should bring all questions about your paycheck to the Dialogue Director (x5723), who will try to resolve them as quickly as possible.

DIALOGUE OUTCOMES DOCUMENT:

North Park Dialogue Outcomes

Approved by the Dialogue Oversight Committee

October 17, 2005

Approved by the Full Faculty

October 24, 2005

The following list of outcomes is intended for the North Park Dialogue program as a whole. Each of the three levels of Dialogue contributes to students meeting these outcomes and it is only through the sequence that a student can be expected to meet all the outcomes.

Dialogue 1:

- a. Addresses the questions: Who am I? What does it mean to be Human?
- b. Includes works from 3 or more academic disciplines. Readings should include both fiction and/or poetry and non-fiction.
- c. Helps the student understand that human nature must be understood in a social context.

Dialogue 2:

- a. Addresses the question: What does it mean to be ethical?
- b. Includes works from three or more disciplines including ethics and the social or natural sciences.
- c. Helps students understand what the human good is.

Dialogue 3:

- a. Addresses any one of the Dialogue questions.
- b. May be focused on a primary discipline, but should include works from at least 2 other disciplines and significant learning experiences outside the classroom.
- c. Helps the student to not only identify the human good, but to help bring it about.

Upon completing the Dialogue sequence students should be better prepared to lead a life of significance because of increased self-awareness and greater ethical and spiritual maturity. Students should also be better equipped for a life of intellectual growth by having command of the basic disciplines of a liberal arts education: reading, writing,

rhetoric, and reasoning. Finally, students should be better prepared for a life of service through increased understanding of their roles in their societies, their obligations to those at society's margins and their ability to integrate their moral beliefs with the whole of their education.

Overall Method: Integration

We could say that thematically, the overall method and goal of Dialogue is *integration*. Pedagogically, this is the *unique* offering of these classes in the context of North Park's liberal arts curriculum. Not all integration needs be made explicit or "taught." This integration occurs in five areas:

- 1) Integration of methods, ideas and texts from various disciplines
- 2) Integration of basic skill sets necessary to do academically rigorous work
- 3) Integration of affective, practical and intellectual abilities in the service of others.
- 4) Integration of the North Park Community with the City of Chicago.
- 5) Integration of the Christian faith with one's academic and moral life.

The Outcomes:

I. Communicating

A. Frameworks of Understanding

Upon completing the Dialogue Program, a student should be able to demonstrate:

1. The ability to use of the components of effective persuasion. (Rhetoric)

[Communication]

2. The ability to use a variety models of cross-cultural dialogue. [Communication; Collegiality]

B. Communication Skills

Upon completing the Dialogue Program, a student should be able to demonstrate:

1. Reading Skills

- a. An ability to interpret a variety of texts using a variety of interpretive strategies.

[Analysis]

- b. A willingness to allow a text to challenge one's assumptions while simultaneously challenging the assumptions of the text. [Introspection]

2. Writing Skills

- a. An ability to follow the conventions of English grammar and spelling. [Communication]

- b. An ability to write several types of essays including: [Communication]

i. Summary

ii. Narrative

iii. Comparison/Contrast

iv. Argumentative

- v. **Research**
 - c. An ability to follow the writing process from pre-writing to edited final draft. [Communication; Responsibility]
- 3. **Speaking Skills**
 - a. An ability to express one's ideas and arguments clearly in group discussions. [Communication; Collegiality]
 - b. An ability to present one's research or findings before a groups of peers. [Communication]

II. **Thinking**

Upon completing the Dialogue Program, a student should be able to demonstrate:

A. **Introspection**

- 1. Thoughtfulness about one's own self in relation to course material. [Introspection; Responsibility]
- 2. An appreciation of models or examples of self-exploration encountered through writing or reading. [Introspection; Responsibility]
- 3. Articulation of one's strengths and weaknesses as a learner and reflection upon one's educational journey [Introspection; Responsibility]

B. **Reasoning**

- 1. An understanding of the forms and components of argumentation. [Communication]
- 2. An ability to formulate sound arguments. [Communication]
- 3. An ability to recognize logical fallacies and bad reasoning. [Communication]

C. **Researching**

- 1. An ability to critically use the Library catalog. [Inquiry]
- 2. An ability to critically use the Internet. [Inquiry]
- 3. An ability to critically use research databases [Inquiry]
- 4. An ability to monitor and explore one's own academic progress towards major declaration and meeting graduation requirements. {Communication; Responsibility; Inquiry]

III. **Living**

Upon completing the Dialogue Program, a student should be able to demonstrate:

A. **Affective discernment and maturity**

- 1. Respect for others in discussions, readings, and experiences. [Collegiality; Character]
- 2. Empathy for others different from oneself in discussions, readings, or experiences. [Collegiality; Character]

B. **Ethical discernment and maturity**

1. An understanding of how communal and cultural narratives shape notions of morality [Character, Collegiality, Analysis]
2. Critical and methodological reflection on moral experience and norms. [Analysis]
3. Engagement with Christian moral traditions [Character, Faith]

C. Embodied Experience and Service

1. An appreciation for the cultural life of Chicago.
2. Having directly served a constituency and addressed an identified community need through a local organization other than North Park. [Problem Solving, Social Responsibility]
3. Participation in group discussions connecting service activities with academic curriculum. [Collegiality, Problem Solving, Social Responsibility]
4. Having engaged in introspection on the impact of one's service activities on self-understanding. [Introspection]

D. Spiritual Faith

1. An understanding of the Christian mission of North Park University and how it relates to the curriculum.
2. The ability to use a variety of learning models for integrating religious faith with academic work and one's vocation. [Faith]
3. Self-examination of the role of religious faith in one's identity. [Introspection, Faith]

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ACCOUNT NUMBER __/__/____

Head of Department

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ATTACH ALL RECEIPTS AND DOCUMENTATION
ALLOW 10 DAYS FOR PROCESSING