

EXPERIENTIAL EDUCATION

I. DESCRIPTION OF THE HOUSE COURSE

This course is an introduction to experiential education. A series of assigned readings, additional experiential homework assignments, small group discussions, and analytical reflections encourage students to explore themselves, their society, and how these spheres relate to each other. There is an emphasis on leadership, personal growth, and group dynamics. Optional experience opportunities include a backpacking trip during spring break in Pisgah National Forest, weekend rock climbing trips at Pilot Mountain, a weekend trip with their small discussion group and service learning days.

II. REQUIREMENTS AND POLICIES

The course is graded pass/fail. The criteria for grading are based on completion of homework assignments, active and engaged participation, and regular attendance. To receive a passing grade in this course, students must satisfactorily complete all course requirements including written and oral assignments and attendance.

Attendance

Only **one** house course absence is allowed. **One** extra absence may be made up (the makeup policy is described below). More than one absence results in failure of the house course. All other absences must be accompanied by a Dean's excuse.

Make-up Policy: Attendance on an out-of-town climbing day or attendance at two indoor climbing nights negates one unexcused absence.

General Course Format: The house course meets Mondays from 7:00 to 9:30 p.m. in GA Down Under. Large group activities, presentations, as well as small group endeavors and discussions will be used to teach the material for each night.

Course Requirements

Unless otherwise indicated, failure to complete any of the following components will result in failure of the course.

Required Readings: Participants are expected to read 50 or more pages in preparation for each house course meeting. Each week, approximately 25 of these required pages come from this year's House Course novel, *You Shall Know Our Velocity*, by David Eggers. The other 25 or more pages are comprised of selected readings from the 2007 Course Pack.

Weekly Reflection Papers: Each week, participants must submit one-page written responses to the readings. The purpose of this exercise is to demonstrate synthesis of thought. The following questions are guides for preparing the reflection papers:

- * Why did or didn't you like the reading?
- * Did any particular section catch your attention? Why?
- * Reflect on any personal reactions that relate personal experiences to the reading.

Each missing reflection paper counts as ½ of an absence.

Personal Project: A personal project can be anything that enables a student to expand his or her depth of knowledge and experience. The student should actively pursue a personal goal that he or she has desired to achieve but has previously never devoted the time or commitment. The personal project will last throughout the semester, allowing the student to expand on the original idea and to accomplish a worthwhile, long-term goal. This assignment demands ownership and responsibility from the individual. All participants will select a project and submit a project proposal to their small group discussion leaders by Monday, January 29. Periodically through the semester, the discussion leaders will check up on each student's progress. At the end of the semester, they will present their project to their small discussion group.

March Reflection Paper: A 5-page typed reflection on the optional spring break trip experience is due to March crew leaders by Monday, March 26. Students should recount their reactions to both the physical and mental rigors of the experience. Students who do not participate should write a paper on what they have learned about experiential education, relating personal anecdotes from the semester.

Final Paper: Each student will write a 10-page typed analytical paper on either the personal project or the novel, *You Shall Know Our Velocity*. The paper should be constructed using the framework of experiential education and should incorporate and synthesize themes covered in the house course. This is due Monday, April 9.

III. House Course Night Schedule

Each night is coordinated by groups of staff called "night leaders". The night leaders assemble the course pack readings for their night and introduce the theme to the participants through activities in the house course. Coordinators for each night are under the supervision of Michelle Madeley and Antonia Lalagos.

January 10: Introduction to the House Course

Coordinators: Michelle Madeley and Antonia Lalagos

This night will provide a general overview of the house course: what is planned, what is expected, and the framework through which it will be accomplished. Participants will begin to get to know each other through introduction games and course packs will be distributed. Students are encouraged to be open to new experiences and new ways of thinking.

Dr. Rittschof (Faculty Advisor) will be present

1. "A Little PWILD History." House Course Manual 2006. pp 3. (1 page)
2. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 1-46. (46 pages)
3. Gass, Robert. "The Power of Purpose." Utne. January-February 2006. pp 51. (1 page)
4. Hollister, Crow. "Tonight's Agenda: _____." Utne. September-October 2006. [Date Accessed: Oct. 17, 2006] <<http://www.utne.com/cgi-bin/udt/im.display.printable?client.id=utne&story.id=12250>> (1 page)
5. Pesco, Jo del. "Activate Your Creativity!" Utne. January-February 2004. (1 page)

TOTAL PAGE COUNT: 50 pages

January 22: Introduction to Experiential Education

Coordinators: Anne Vanderschueren,, Phil Greenspan, Liz Bramble, Ross Katz, Ali Miller, Sarah Stephan

The purpose of this night is to explain the philosophies that underlie experiential education, which include a commitment to learning through action, interaction and processing of the experience. Participants will be divided into reading crews to help students understand the purpose of the house course, with the optional March trip as its capstone.

1. "American Beauty Intro." American Beauty. 1999. [Date Accessed: Oct. 2, 2006] <<http://www.imsdb.com/scripts/American-Beauty.html>> (5 pages)
2. Broadhead, Richard. "The Freedom of This Place." The Good of This Place: Values and Challenges in College Education. New Haven: Yale University Press, 2004. pp 10-16. (7 Pages)
3. "Outline of Project Wild Philosophy." House Course Manual 2006. pp 4-5. (2 pages)
4. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 47-76. (29 pages)
5. "Experiential Learning Cycle." House Course Manual 2006. pp 16-17. (2 pages)
6. Kipling, Rudyard. "IF". 1895. [Date Accessed: Oct. 2, 2006] <<http://www.swarthmore.edu/~apreset1/docs/if.html>> (1 page)

7. Outward Bound. "Design Principles." Expeditionary Learning Schools Outward Bound. [Date Accessed: Oct. 2, 2006]
<<http://www.elob.org/design/DesignPrinciples.pdf> > (1 page)
8. Schaefer, Lucas and Wyler, Liana. "Observations on Orientation Thursday." The Chronicle. October 6, 2003. [Date Accessed: Oct. 2, 2006]
<<http://www.dukechronicle.com/media/storage/paper884/news/2003/10/06/To-werview/Observations.On.Orientation.Thursday-1465300.shtml>> (5 pages)

TOTAL PAGE COUNT: 52 pages

January 29: Self-Awareness

Coordinators: Melanie Wright, Erin Greer, Katie Noto, Leslie Griffith, Spike Brehm, Karen Meyerhoff, Aaron Green

Self-awareness is inherent to the process of experiential education. This night is designed to encourage participants to initiate inquiry into personalities, ambitions, foibles and thought processes. It is not so much the product of this inquiry as the endeavor itself that is most useful, for becoming self-aware is a long-term and dynamic process. If people make an effort to understand themselves, they will be better prepared to explore the world around them. During this night, participants will explore ways of considering self-awareness through personality tests, discussions, and provocative readings, encouraging students to consciously examine elements of their existence they had previously left unquestioned.

1. Borges, Jorge Luis. "The Circular Ruins." Ficciones. New York: Grove Press, 1962. pp 57-63. (7 pages)
2. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 77-100 (23 pages)
3. Feinberg, Todd E. and Julian Paul Keenan. "Where in the Mind is the Self?" Consciousness and Cognition. Volume 14, 2005. pp 662-665. (4 pages)
4. Gladwell, Malcolm. "Personality Plus." Annals of Psychology. pp 42-48. [Date accessed: Oct. 2, 2006] <<http://www.gladwell.com/pdf/personality.pdf>>
5. Hess, Herman. Siddhartha. Boston: Shambala Publications Inc., 2000. pp 1-3. (4 pages)
6. Juster, Norton. The Phantom Tolbooth. New York: Random House, 1989. pp 101-108. (9 Pages)
7. Staedter, Tracy. "Robot Demonstrates Self-awareness". Discovery Channel. Dec. 21, 2005. [Date accessed: Oct. 2, 2006]
<http://dsc.discovery.com/news/briefs/20051219/awarerobot_tec.html> (2 pages)

TOTAL PAGE COUNT: 56 pages

February 5: Stereotypes and Perceptions

Coordinators: Daniel Harvey, Amanda Drucker, Laura Pyatt, Evan Lee, Slava Kungurtsev, Wonjun Lee

1. Baker, Mark. Sexual Shock and the Emergence of a New Man. pp. 69-75. (6 pages)
2. Carleton, Nathan. "Gay? Not fine by me." The Chronicle. September 2, 2003. <http://www.dukechronicle.com/media/storage/paper884/news/2003/09/02/Editorial/Gay-Not.Fine.By.Me-1464306.shtml?norewrite200610201336&sourcedomain=www.dukechronicle.com> (1 page)
3. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 100-136 (36 pages)
4. Feagin, Joe and Heman Vera and Nikitah Imani. The Agony of Education: Black Students at White Colleges and Universities. New York: Routledge, 1996.
5. Knapp, Clifford. "Escaping the Gender Trap: The Ultimate Challenge for Experiential Educators." The Journal of Experiential Education. Volume 8, Number 2, Summer 1985. pp. 16-19. (3 pages)
6. Kurian, Philip. "The Jews." The Chronicle. October 18, 2004. <http://www.dukechronicle.com/media/storage/paper884/news/2004/10/18/Editorial/columns/The-Jews-1471620.shtml?norewrite200610201332&sourcedomain=www.dukechronicle.com>. (1 page)
7. McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." Working Paper 189: "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies" (1988). Wellesley College Center for Research on Women. <http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>. (7 pages)
8. "Some of My Best Friends are Straight." House Course Pack 2005. (1 page)
9. "Was He Asking For It?" House Course Pack 2005. (1 page)

TOTAL PAGE COUNT: 56 pages

February 12: Risk

Coordinators: Shawn Jordan, Christine Wang, Alex Maki-Jokela, Grayson Starks, Amy Hamilton, Katie Macpherson, Patrick Phelan, Lane Towery

Tonight, students will assess the value of risk-taking. The discussion will look inward as participants become aware of their own inhibitions and comfort levels, and consider the social structures and norms that guide their behavior. Students are encouraged to take a social risk during the week as well as wear a "fashion risk" on the Monday of the house course meeting.

1. Canfield, Jack and Mark Victor Hansen, eds. "Consider This." Chicken Soup for the Soul. Deerfield Beach, FL: Health Communications, Inc., 1996. (1 page)
2. Dunmire, Chris. "Taking Risks". Creativity Portal. 2004. [Date Accessed: Oct. 12, 2006] <http://www.creativity-portal.com/bc/taking.risks.html> (2 pages)
3. Dworkin, Jodi. "Risk Taking as Developmentally Appropriate Experimentation for College Students." Journal of Adolescent Research. University of Minnesota, March 2005, Vol. 20 No. 2. pp 219-241. (23 pages)

4. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 136-161. (35 pages)
5. Frost, Robert. "The Road Not Taken". Mountain Interval. New York: Henry Holt and Company, 1920. pp. 75. (1 page)
6. Groening, Matt. "Chapter VII: Do you really want to risk?" Lifestyles in Hell. 1984. (1 page)
7. "Introduction to Risk: The Role of Adventure in Risk-Taking." 2002 House Course Manual. (5 pages)
8. Laabs, Mark. "Behind enemy lines: Tar Heels in K-Ville." The Independent. March 15, 2006. [Date Accessed: Oct. 5, 2006]
<<http://www.indyweek.com/gyrobase/Content?oid=oid%3A29150>> (2 pages)
9. Liddle, Jeff. "Risk Management: Walking the Tightrope." The Journal of Experiential Education. Sept/Oct 1998. (2 pages)
10. Robbins, Tom. Still Life With Woodpecker. New York: Bantam Books, 1980. (1 page)
11. Seigel, Marc. "Can We Cure Fear?" Scientific American.com. November 16, 2005. [Date Accessed: Oct. 12, 2006]
<http://www.sciam.com/print_version.cfm?articleID=000C8E0E-8BFB-136B-8BFB83414B7FFE9F> (3 pages)
12. Skafta, Dianne. "Facing Fear on the Mountain." Women's Sports and Fitness. April 1987. pp 78. (1 page)
13. Stair, Nadine. "If I Had My Life to Live Over." Condensed Chicken Soup for the Soul. Eds. Jack Canfield, Mark Victor Hansen, and Kimberly Kirberger. Deerfield Beach, FL: Health Communications, Inc., 1996. (1 page)
14. Youngs, Bettie B. "Paint Brush." Chicken Soup For the Teenage Soul: 101 Stories of Life, Love and Learning. Eds. Jack Canfield, Mark Victor Hansen, and Kimberly Kirberger. Deerfield Beach, FL: Health Communications, Inc., 1997. pp 153-154. (1 page)

TOTAL PAGE COUNT: 69 pages

February 19: Group Dynamics and Leadership

Coordinators: David Shiffman, Katie Dankovich, Laura Tuson, Ben Applebome, Joe Meyerowitz, Doug Clark

Readings for this night discuss overviews of different leadership styles. We will consider these theories in light of PWILD's philosophy of non-directive leadership and consensus decision-making. Through the readings and activities we will investigate how different leadership styles affect group dynamics.

1. Amft, Juergen. "Biorhythms and Group Dynamics and Team Dynamics." The North Crossing. 2005. [Date Accessed: Oct. 1, 2006]
<<http://www.northcrossing.com/Biorythm.htm>> (2 pages)
2. Boyd, Danah. "Will Facebook Learn From Its Mistake?" Apophenia: Making Connections Where None Previously Existed. Sept. 7, 2006. [Date Accessed: Oct. 2, 2006]

- <http://www.zephoria.org/thoughts/archives/2006/09/07/will_facebook_1.html> (1 page)
4. "Consensus Indicator." Ball Foundation Education Initiatives. [Date Accessed: Oct. 5, 2006]
<<http://www.ballfoundation.org/ei/tools/consensus/indicator.html>> (1 page)
 5. Dahl, Roald. Matilda. New York: Puffin Books, 1990. pp102-116. (15 pages)
 6. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 161-182. (21 pages)
 7. Golding, William. Lord of the Flies. New York: Berkley Group, 1954. pp 105-108. (4 pages)
 8. Malone, Dandrige M. Small Unit Leadership: A Commonsense Approach. New York: Ballantine Books, 2003. pp 73-74. (2 pages)
 9. "Military Leadership: in Pursuit of Excellence." New York: Westview Press, 2000. pp 3-15. (13 pages)
 10. Pendry, J. D. The Three Meter Zone. Random House, 1999. pp 3-6. (4 pages)
 11. Sartre, Jean Paul. No Exit. 1944. [Date Accessed: Oct. 5, 2006]
<<http://www.nyu.edu/classes/keefer/hell/sart.html>>. (20 pages)
 12. "Steps to Reaching Consensus." Ball Foundation Education Initiatives. [Date Accessed: Oct. 5, 2005]
<<http://www.ballfoundation.org/ei/tools/consensus/steps.html>> (2 pages)
 13. Wellman, Brian, Anabel Q. Haase, James Witte, and Keith Hampton. "Does the Internet Increase, Decrease, or Supplement Social Capital?" Dec. 2001. Centre for Urban and Community Studies, University of Toronto. [Date Accessed: Oct. 1, 2006]
<<http://www.urbancenter.utoronto.ca/pdfs/researchbulletins/06.pdf>> (4 pages)

TOTAL PAGE COUNT: 81 pages

February 26: Facilitation and Outreach

Coordinators: Anne Vanderschueren, Christine Wang, Liz Bramble, Ben Applebome, Brian Wright, Christy Choi

This class will introduce facilitation, processing techniques, and the role of the facilitator in outdoor experiential education. We will discuss the role and signs of a good facilitator and the types of outreach that Duke students engage in. The March camping crews will be revealed, and crews will get to know each other on the low ropes Team Challenge Course.

1. Choi, Christy, et al. "Being a Facilitator and What It Means to Outreach." (2 pages)
2. "Congress Holds Weekend Trust-Building Retreat." The Onion. Feb. 14, 2005. [Date accessed: Oct. 2, 2006]
<<http://www.theonion.com/content/node/28745>> (3 pages)
3. "Elements for Facilitation." House Course Manual 2006. pp 123. (1 page)
4. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 183-209. (26 pages)

5. "Group Projects." Community Service Center. [Date accessed: Oct. 2, 2006]
<<http://csc.studentaffairs.duke.edu/students/programs/volunteer/group%20service.html>> (3 pages)
6. Klenk, Paul. "What do Outside Groups gain from using the Ropes Course?"
Nov. 2, 2000. House Course Manual 2006. pp 133. (1 page)
7. "Situational Leadership in Project WILD." House Course Manual 2006. pp 129-132 (4 pages)
8. Tao, Jack. "Journey to the Bayou." The Chronicle. Sept. 7, 2005. [Date Accessed: Oct. 2, 2006]
<http://www.dukechronicle.com/media/storage/paper884/news/2005/09/07/News/Journey.To.The.Bayou-1473839.shtml?norewrite200610030142&sourcedomain=www.dukechronicle.com> (3 pages)
9. Walter, Madeline. "Aiding Africa." Passport (Duke University International Magazine). Vol. 2 Fall 2005. (4 pages)
10. Wang, Michelle, et al. "TCC Reflections." (2 pages)
11. Wong, Cosette. "PWILDers Lead Sexual Assault Survivor Trip." The Chronicle. Sept. 27, 2006. [Date accessed: Oct. 2, 2006]
<<http://www.dukechronicle.com/media/storage/paper884/news/2006/09/27/News/Pwilders.Lead.Sexual.Assault.Survivor.Trip-2310900.shtml?norewrite200610030117&sourcedomain=www.dukechronicle.com>> (2 pages)
12. "Why does Project WILD do Outreach?" House Course Manual 2006. pp 125. (1 page)

TOTAL PAGE COUNT: 52 pages

March 5: Next Stop: Pisgah!

Coordinators: Charlie Nichols and Sophie Lehman

Tonight students will apply the knowledge they have gained from the course to the back-packing philosophies of Leave No Trace (LNT), hiking safety, and trail etiquette. Leaders will ensure that all participants are thoroughly prepared for the Spring Break camping trip by leading demonstrations and having students get first-hand experience with camping equipment.

1. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 209-233. (24 pages)
2. Isaac, Jeffery. "Hypothermia." The Outward Bound Wilderness First-Aid Handbook. Guilford, CT: The Lyons Press. 1998. Pp. 145-153. (9 pages)
3. Isaac, Jeffery. "Lightning." The Outward Bound Wilderness First-Aid Handbook. Guilford, CT: The Lyons Press. 1998. Pp. 167-171. (9 pages)
4. Kovarik, Bill. "Communities upset over Globe logging plan." Appalachian Voice. August (late summer), 2006. [Date accessed: Oct. 14, 2006]
<http://www.appvoices.org/index.php?/site/voice_browse/C90/> (1 page)

5. "Leave No Trace Principles." 2006. Leave No Trace Center for Outdoor Ethics. [Date accessed: Oct. 2, 2006] <<http://www.lnt.org/programs/lnt7/index.html>> (2 pages)
6. Richardson, Darren. "Barefoot Hiking." Appalachian Voice. August (late summer), 2006. [Date Accessed: Oct. 14, 2006] <http://www.appvoices.org/index.php?/site/voice_browse/C91/> (3 pages)
7. Shiffman, David. Project WILD: The People, Places, and History. City: Lulu Publishing House, 2006. (6 pages)

TOTAL PAGE COUNT: 54 pages

March 26: Environmental Stewardship

Coordinators: Ross Cuning, Carina Barnett-Loro, Margot Bowen, Theresa Mohin, Andrew Thaler, Megan McCrea, Tyson Wepprich, Kathryn Wooten

Tonight, students will become more aware of their place in the environment, their impact upon the environment, and how they can be good stewards to the environment. The readings, discussions, and activities will serve to instill a sense of personal responsibility as students consider how their actions affect their surroundings. Although individuals may feel powerless in the face of daunting environmental problems, there are many real, practical, and everyday ways that one can make a difference.

Dr. Rittschof (Faculty Advisor) will be present

1. Carson, Rachel. Silent Spring. Boston: Houghton Mifflin, 1962. pp 5-13 (9 pages)
2. Chen, Daniela. Converting trash gas into energy gold. July 17, 2006. CNN.com. [Date Accessed: Oct. 12, 2006] <www.cnn.com/2006/TECH/05/25/landfill.gas/index.html> (3 pages)
3. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 233-268. (35 pages)
4. Clark, Kendall and Susan Kozacek. "How Do Your Personal Wilderness Values Rate?" The International Journal of Wilderness. Volume 3, No. 1. pp 12-13. (2 pages)
5. Hart, Joseph. "Beyond Organic." Utne. March-April 2006. pp 70-71. (2 pages)
6. Isaacson, Andy. "Mimicking Mother Nature." Utne. March-April 2006. pp 59-63. (5 pages)
7. King, Larry. "Interview with Al Gore during the Larry King Live show." Aired 13 June 2006 on CNN. CNN.com. [Date Accessed: Oct. 12, 2006] <<http://transcripts.cnn.com/TRANSCRIPTS/0606/13/lk1.01.html>> (5 pages)
8. McDonnold, Paul. "The only way to kick our oil habit." Sept. 18, 2006. Christian Science Monitor. [Date Accessed: Oct. 12, 2006] <www.csmonitor.com/2006/0918/p09s02-coop.html> (2 pages)
9. "World Carbon Dioxide Emissions." U.S. Energy Information Agency, Department of Energy. 2003. (1 page)

TOTAL PAGE COUNT: 62 pages

April 2: Go!

Coordinators: Kristina Wilson, Alex Ahearn, Liz Drotos, Locky Stewart, Luke Waggoner, Sam Harrington, Daniel Carlin

This class will explore questions of apathy and activism on a personal, local, and global level. We will discuss the potential for activism and social action at Duke and elsewhere. How can personal choices produce change in the world? What can we do about our concerns for the world around us?

1. "Adventures." The Institute of Adventure Research. [Date Accessed: Oct. 3, 2006] <<http://www.instituteofadventureresearch.org/adventures.htm>> (1 page)
2. Brodhead, Richard. "More Day to Dawn." Sept. 18, 2004. [Date Accessed: Oct. 10, 2006] <http://www.duke.edu/inauguration/inaugural_address.html> (5 pages)
3. Dr. Seuss. Oh, the Places You'll Go! New York: Random House, 1990. (5 pages)
4. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 268-295. (27 pages)
5. "Jet-Assisted Take-Off." Darwin Awards. October 3, 2006. [Date Accessed: Oct. 6, 2006] <http://www.darwinawards.com/darwin/index_darwin2005.html> (2 pages)
6. Krakauer, Jon. Into the Wild. New York: First Anchor Books, 1996. pp 56-58. (3 pages)
7. O'Connor, Kevin. "Another World." Rutland Herald. Aug. 27, 2006. [Date Accessed: Oct. 5, 2006] <<http://www.rutlandherald.com/apps/pbcs.dll/article?AID=/20060827/NEWS/60827001/-1/realvermonter>> (5 pages)
8. Sark. The Bodacious Book of Succulence. New York: Fireside, 1998. pp 13-17. (5 pages)

TOTAL PAGE COUNT: 53 pages

April 9: Mini-Seminars

Coordinators: Greg Filpus, Phil Greenspan, Locky Stewart, Andrew Berdy, Olessia Zorina, Christian Pikaart

Mini-Seminars are designed to teach the values of various teaching styles. During the night, different styles are examined in small group settings where the participants can experience each method. Students will examine what types of learning and teaching they best associate with by learning different subjects from different people.

Dr. Rittschof (Faculty Advisor) will be present

1. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 295-320. (25 pages)
2. Felder, Richard M and Soloman, Barbara A. "Learning Styles and Strategies."

- [Date Accessed: Oct. 4, 2006] <<http://www.ncsu.edu/felder-public/ILSdir/styles.htm>> (4 pages)
3. Harris, Tom and Brian, Marshall. "How Lock Picking Works" [Date accessed: Oct. 4, 2006] <<http://home.howstuffworks.com/lock-picking.htm/printable>> (8 pages)
 4. Harris, Tom. "How Nirvana Works." 2006. [Date Accessed: Oct. 4, 2006] <<http://people.howstuffworks.com/nirvana.htm/printable>> (4 pages)
 5. McAdams, Mindy. "How to Teach Go." November 27, 1996. [Date Accessed: Oct. 4, 2006] <<http://www.sentex.net/~mmcadams/teachgo/>> (2 pages)
 6. Nolte, Dorothy Law, Ph D. "Children Learn What They Live." 1972. [Date Accessed: Oct. 4, 2006] <http://www.empowermentresources.com/info2/childrenlearn-long_version.html> (1 page)
 7. Richardson, James. "Vectors: Thirty-six Aphorisms and Ten-Second Essays." House Course Manual 2006. pp 282-283. (4 pages)
 8. Rose, Colin. "Learning Styles." Accelerated Learning. March 28, 1998. [Date Accessed: Oct. 4, 2006] <<http://chaminade.org/inspire/learnstl.htm>> (1 page)
 9. Soloman, Barbara and Felder, Richard. "Index of Learning Styles Questionnaire." NC State University. Online Survey. [Date Accessed: Oct. 6, 2006] <<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>> (5 pages)

TOTAL PAGE COUNT: 55 pages

April 16: Transference

Coordinators: Michelle Madeley and Antonia Lalagos

The final class will provide a sense of closure for the course and simultaneously foster the idea, "today is the first day of the rest of your life." Students will be encouraged to process the knowledge learned throughout the semester and apply experiential education to their daily lives.

1. Eggers, David. You Shall Know Our Velocity! San Francisco: McSweeney's Publishing, 2002. pp. 320-351. (31 pages)
2. Graham, Robin Lee. Dove. Harper Perennial: 1991. pp 1-17. (18 pages)
3. Hite, Morgan. "Briefing for Entry into a More Harsh Environment." 1989. House Course Manual 2006. pp 293-295. (3 pages)
4. Juster, Norton. The Phantom Tollbooth. New York: Random House, 1988. pp 253-256. (3 pages)
5. Saint-Exupery, Antoine. The Little Prince. New York: Harcourt, 1943. pp 59-67. (8 pages)

TOTAL PAGE COUNT: 62 pages