

**CORE 1929 METHODS OF INQUIRY: QUALITY OF WORKLIFE  
FALL 2018**

**Instructors**

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*We believe that almost every academic discipline, when honest with itself, is well aware that the values it transmits depend upon assumptions about the ideal human person and human society which are used as a starting point.” – except from Ignatian Pedagogy*

**CORE 1929 Description and MCC Learning Outcomes:**

There are any number of answers that you may give to the question of why are you in this class. In this case, the answer is because you are required to take CORE 1929 as part of the Marquette Core Curriculum. CORE 1929 is a foundational part of the MCC, and this class is designed to prepare you for what is to come next in both the MCC and in your broader Marquette experience. The Marquette Core Curriculum seeks to provide you with a structured experience that will allow you to refine your own worldview and prepare you to address the world's problems.

The course seeks to address all of the MCC learning outcomes, but it is most specifically focused on achieving the following two Core Learning Outcomes:

Leaders in Discovery: Marquette students will advance the understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.

Global Problem Solvers: Marquette students are well-practiced in cooperative and cross-disciplinary problem-solving skills and they can present innovative solutions that draw from theological, philosophical, qualitative, and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

To understand and address any of the challenges that we face in an increasingly complex world requires the ability to engage with multiple perspectives. For this reason, in this course, we will compare and contrast the approach of three different disciplines to our common topic, Quality of Worklife. In the process, we ask you to reflect on the disciplinary methods that you find most appealing or challenging, and why. Our focus is on how different disciplines (Theology, Physical Therapy, and Communication) ask questions and engage the world. What does one view point allow us to see that others do not? What methods do we use in different disciplines? How do they work together to give us a more complete understanding of the issues at hand?









*work will be accepted. No exceptions.* Please note that computer problems or illness will not be considered an acceptable excuse for late work.

Please keep backup copies of assignments and save returned assignments through the end of the semester. By the end of the semester you should have an organized collection of all of your written work for this course. We recommend keeping a folder to collect all returned assignments. The folder will assist you in subsequent assignments, especially the interview and poster, and it will help us avoid lost work.

We are more than happy to discuss any assignment with you. However, we would like you to have time to review all comments before we meet. After assignments are returned, you will be required to wait 24 hours before meeting with us to discuss your grade. See your D2L first about the grade.

We will discuss grades with you throughout the semester, but we will not discuss them after the final day of classes, so be proactive. Additionally, your final course grade is a culmination of all your grades throughout the semester. As such, it is not up for discussion, nor will it be rounded up (i.e., 87.9 is a B).

**Academic Integrity:**

You are at Marquette because you have demonstrated that you have the ability to be here. Developing your knowledge and your unique voice can only be accomplished by doing original work and not taking shortcuts. Because we believe in your abilities to meet the challenge of course assignments, academic dishonesty will not be tolerated in this class. There are few, if any, contexts in your life in which not knowing the policies or rules works as a legitimate excuse. The same is true in this class – not knowing what constitutes academic dishonesty is not an excuse. Academic dishonesty in this course will not be tolerated, including, but not limited to: cheating on exams, excessively collaborating with another student on an assignment, cutting and pasting from an outside source, failure t

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E-mail

If we need to contact you outside of class, we will use your Marquette University e-mail address. We expect that you will read and respond to this communication in a timely manner (i.e., within 24-48 hours)

Laptop, Cell Phone & Other Technology Use in Class:

We live an age in which many of us are connected at all times. While there are decided advantages to this connectedness, there are drawbacks. In the college classroom, it can be distracting to you and detract from your ability to focus on your learning. Further, it can be distracting and disruptive to your classmates and to your instructors. For this reason, **DO NOT** use cell phones, I-pods, and related devices while class is in session. Of course, the exception to this is if you're asked to use them for an activity. If you're seen using these without permission you'll be asked to leave.

This class is about engaging with one another. The level of engagement that will make this class a success will not happen behind a computer screen. For t