

# Fall 2021 NUB Instructor Outline for Module 1b: Getting Involved in College Life, and What is a Liberal Arts Education, and What is its Value?

---

## Overview and Objectives

The main goal of this Module is to continue the discussion of the purpose of going to college and the value of a liberal arts education, especially including the general education curriculum at NU.

### Peer Mentor Moments

- For twice a week classes, troubleshoot any problems (tech, classes, social, etc.) students are having.
- Discuss a Gen Ed class that you thought was really good!
- Show the students how to look up their exam schedule online, which is one of the requirements for the syllabus assignment.

### Highlights

- Put up on the projector, your program curriculum cards for students to review.
- Engagement Discussion and Assignment (p. 118 of handbook)
- Discussion of the value of a liberal arts education.

## Class Outline

- *Twice a week classes only:* (5 mins) Peer mentors discuss any upcoming events on campus, troubleshoot any problems the students report. You could also play “Highlight, Lowlight” either at the beginning or end of class, if there’s time left over. Everyone goes around in a circle and discusses the best and worst things that have happened in the last week, and you can troubleshoot the worst things, and cheer the best things!
- **Continue discussion on getting involved in college life: Engagement Assignment:** (10 minutes) Watch the clubs video <https://www.youtube.com/watch?v=2yf00MVslqA&feature=youtu.be> and review the “Getting other People to Plan Things for You” section of the handbook (pp. 73-82). Ask students about the things they liked about high school, and note when they respond with items that are related to getting involved and being engaged. Encourage them to get involved on the NU campus to gain the same kinds of benefits. Your peer mentor will share their experiences with clubs and other activities. It might also be helpful to prompt students to think about the impact of outside work on getting involved on campus and why it’s important to manage their time so they can do both.
- **Review the Engagement Assignment in the planner** (p. 118) (2 minutes).

- **Classwork: “Liberal Arts Education: What, Why, and How?”** (25 minutes). Put students into small groups of 4 (or so, seating proximity will work) and have them read the General Education section from the Course Catalog (in their handbook on pp. 122-127 and then have the small groups complete the assignment on page 120 of their handbook (about 15 minutes). Finally, review the questions as a class (10 minutes).
- **General/Wrap-up Discussion on the Liberal Arts:** (5 mins), including Peer Mentor led discussion of the Gen Ed classes they’ve taken and the value of General Education Classes overall. Make reference to NU’s Mission and Enabling Goals, on page 21 of the handbook. Please note that we are trying to communicate the value of a liberal arts *education*, not a liberal arts *major*—business and hospitality majors reap the benefit of a liberal arts education at NU (but not, e.g., at all schools).
- **Some Suggested Discussion Questions:**
  - For professors, what did you major in as an undergraduate and why?
  - How and why does NU provide some of the benefits of majoring in History, Philosophy, English, or Religious Studies to *all* its students?
  - Why do you think college graduates make so much more money than non-college graduates?
  - What do the students (starting with peer mentors) think of the “verse” video?
  - What do the students (starting with peer mentors) want or hope their verse to be?
  - How does going to college contribute to that goal?
  - Check out “Liberal Arts By the Numbers,” which gives some interesting statistics on the value of a liberal arts college, including higher likelihoods of graduating sooner, and overall, than at a public university.

### **Remind classes about the QPR online training**

Instructor guide compiled by Stefanie Wichhart, NUB Faculty Coordinator Summer 2013, revised Summer 2014, revised Summer 2015 by John Keller and Abigail Levin. Interview assignment and rubric designed by Kalen Churcher, NUB Faculty Coordinator 2011-2013, revised by John Keller and Abigail Levin in Summer 2015-2017, and Terri Vaughan & Lisa Williams in 2018, 2019, 2020, 2021.