



Concentric Circles of Community: Home, School, New Rochelle

HON 350 SL

Fulfills Honors Core – Community Engage Learning Course

Semester/Year: Fall 2025

Meeting Days & Times: Mondays and Wednesdays, 11:00-12:18

Location: Murphy Center 217

Instructor's Name: Dr. Adam Arenson

Email: aarenson@iona.edu

Office Hours: Mon and Wed 12:45-1:50 in person; other times by appt. online

Office Location: Ryan Library, 202B, Institute for Thomas Paine Studies office

Course Description from the University Catalogue

HON 350 - SL - HONORS SERVICE EXPERIENCE

In this third-year, 1-term Honors requirement, students will participate in one of several experiences tied to the service-centered mission of Iona University. Experiences may include service projects and opportunities held on campus or off campus; service-oriented study abroad programs; service-oriented research projects; service-oriented entrepreneurial projects and other project-based learning opportunities. The Honors Office will provide a list of qualified options. This course will culminate in a student reflection through such activities as a presentation series, a podcast, a multimedia project, or sustained social media campaign.

HON 350 Student Learning Outcomes (SLOs)

Course Student Learning Outcomes (SLOs)

Upon successful completion of this course, students are expected to:

Course SLO Narrative	Department SLO for all sections of HON 150	Method(s) of Course SLO Assessment
have demonstrated in class discussions and in written work the desire to make connections between the works under consideration	<u>SLO 1 Expansive Ways of Thinking</u> <u>SLO 2 Writing and Critical Thinking</u> <u>SLO 3 Oral Communication Skills</u> <u>SLO 4 Critical Reading and Information Literacy</u> <u>SLO 5 Multicultural Appreciation</u> <u>SLO 6 Power Constructs and Bias</u> <u>SLO 7 Liberal Arts Appreciation and Engagement</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Final presentations
have demonstrated the ability to engage the issue of truth from a variety of historical and cultural perspectives.	<u>SLO 1 Expansive Ways of Thinking</u> <u>SLO 2 Writing and Critical Thinking</u> <u>SLO 3 Oral Communication Skills</u> <u>SLO 4 Critical Reading and Information Literacy</u> <u>SLO 5 Multicultural Appreciation</u> <u>SLO 6 Power Constructs and Bias</u> <u>SLO 7 Liberal Arts Appreciation and Engagement</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Final presentations
have recognized the problem of potential biases in information/argumentation	<u>SLO 1 Expansive Ways of Thinking</u> <u>SLO 2 Writing and Critical Thinking</u> <u>SLO 4 Critical Reading and Information Literacy</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Final presentations

Course SLO Narrative	Department SLO for all sections of HON 150	Method(s) of Course SLO Assessment
	<u>SLO 5 Multicultural Appreciation</u> <u>SLO 6 Power Constructs and Bias</u> <u>SLO 7 Liberal Arts Appreciation and Engagement</u>	
have examined closely the reality of a current social problem and several organizations that address the issue	<u>SLO 1 Expansive Ways of Thinking</u> <u>SLO 2 Writing and Critical Thinking</u> <u>SLO 4 Critical Reading and Information Literacy</u> <u>SLO 5 Multicultural Appreciation</u> <u>SLO 6 Power Constructs and Bias</u> <u>SLO 7 Liberal Arts Appreciation and Engagement</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Final presentations
have demonstrated good presentational skills	<u>SLO 3 Oral Communication Skills</u>	❖ Engagement in class discussion ❖ Student presentations ❖ Final presentations
have examined their identity	<u>SLO 2 Writing and Critical Thinking</u> <u>SLO 6 Power Constructs and Bias</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Final presentations

Required Texts/Source Materials

Readings will be posted on Blackboard. **Please use the readings on Blackboard** rather than clicking on the links in the syllabus, so you get the correct versions.

Grading Criteria & Assessment Information

Participation

370 points

Every class session, students should come to class prepared to discuss the readings and/or participate fully. The most important thing you can bring to class is your undivided attention and a willingness to think, explore, and learn. **For this course, participation will include bringing a printout of the readings, speaking and taking notes.** You will earn 7 points per session for attending without participating, and up to 10 points each session for active participation. Students will be cold-called to ensure equal opportunities to participate. If the professor's injury requires a classroom scribe, the day's whiteboard scribe receives full participation points. Days that we meet with Community Partners will be double the participation points, because we need to make a good impression.

Weekly Handwritten In-Class Journal Entries

120 points

About once a week, students will be required to hand-write in their journals, in order to reflect and analyze the readings and discussion from the week. These will be photographed and submitted for a grading, out of 10 points each. Length is flexible but be sure to take your thinking as far as you can during one writing session. I think you will hand-write at least one page, and I don't expect them to be longer than five handwritten pages, and they normally will be shorter. (But longer is OK too if you feel inspired.) **Students must always bring their journals to class.**

For these entries, take the time to concentrate on what from our class readings and discussion has stuck with you this week. **It works best to quote a single line from the reading, or one idea from discussion.** What is this memorable detail, and why does it matter? What was particularly confusing, inspiring, disappointing, or clear? How can this be compared to something you know from your personal experience or another class? Where does that analogy fall short? As the rubric at the end of the syllabus suggests, these will be judged for detail; class significance; power of analogy; and critique of that analogy.

Final Presentation

50 points

Your final assignment will be a presentation on the following questions: “What do two of my communities need from me right now? How has this class helped me answer this question?”

- Highest grade will be given for clear answers that demonstrate specific action plans, their significance, and their links to our class readings and activities.
- This will be a 4-minute presentation to the class, followed by 3 minutes of question-and-answer.
- You should make notes to submit, but you should plan to talk, **not read**, your presentation.
- You can have slides if you wish, but they are not required; **they need to be sent to the professor before the day of your presentation.**
- Slides can have images or phrases or single sentences of text; they cannot have paragraphs of text.
- **No more than six slides allowed.**

Grades

Grades are based on the number of points earned and assignments are not weighted. Number of points earned will dictate your final grade, with your total points earned divided by the total points in this class. Letter grades for the course will be calculated based on the following scale:

Letter Grade	Grade Point and Grade Scale	Description
A	4.00 93-100	<i>Outstanding.</i> Signifies the highest level of achievement in the subject and indicates an exceptional general competence, and exemplary comprehension and interpretation skills. Work is devoid of errors, and reflects a highly nuanced understanding of disciplinary concepts.
A-	3.67 90-92	<i>Excellent.</i> Signifies an advanced level of achievement approaching the highest category. Work contains a few minor errors, but reflects a mastery of disciplinary concepts.
B+	3.33 87-89	<i>Very Good.</i> Signifies a consistently high level of achievement and indicates that the course requirements have been fulfilled in an intelligent, superior manner. Work contains some minor errors, but reflects a near mastery of disciplinary concepts.
B	3.00 83-86	<i>Good.</i> Signifies a complex engagement with disciplinary content, and well-developed critical skills. Work contains several minor, but no significant errors.
B-	2.67 80-82	<i>Above Average.</i> Signifies a more than acceptable degree of disciplinary knowledge and skills. Work contains some significant and some minor errors.
C+	2.33 77-79	<i>Satisfactory.</i> Signifies consistent achievement of a quality that satisfies, and sometimes exceeds stated, basic requirements. Work contains significant errors and patterns of error, but reflects an acceptable degree of disciplinary knowledge and skills.
C	2.00 73-76	<i>Fair.</i> Signifies achievement of a quality that satisfies the stated, basic requirements of coursework, and a functional, though incomplete understanding of disciplinary concepts.
C-	1.67 70-72	<i>Poor.</i> Signifies a level of understanding below the basic level expected of students. Work contains many errors, including patterns of error, and reflects only partial understanding of disciplinary concepts.
D	1.00 60-69	<i>Minimal Passing.</i> Signifies a level of understanding well below the basic level expected of students. Work is consistently riddled with errors and patterns of error, and reflects only a minimal understanding of disciplinary concepts.
P		<i>Passing.</i> Signifies satisfactory completion of course requirements and the earning of credit without quality points.
U		<i>Unsatisfactory.</i> No quality points assigned.
F	0.00 0-59	<i>Failure.</i> Signifies failure to meet basic course requirements.
I		If for serious reasons, students are unable to complete one or more requirements of a course, including the final examination, students may apply for an “Incomplete grade” by filling out the “Incomplete Request” form on Gaels 360. If the instructor grants the request, the instructor will file an “Incomplete grade student plan” with the student and the dean's office within 48 hours of an “incomplete grade” being submitted. The student will have up to 3 weeks from the date that grades are due for a semester to complete all outstanding work unless the instructor specifies an earlier date. Please refer to the Academic Information page in the catalog for complete details.
W		<i>Withdrawal.</i> Signifies withdrawal from a course with permission of the Academic Advising Office or appropriate academic dean.
H		<i>Audit.</i> Signifies that a course was not taken for credit.
SP		<i>Satisfactory Progress.</i> Signifies that a course is not complete as of the end of the present semester, but is continuing.

Course Outline: Subject to Change as Announced on Blackboard and in Class

Week	Dates	Readings and Discussion Topics	Writing Assignments
1	Mon 8/24	1 READING BEFORE (OR AFTER) CLASS: Bret Stephens, "I'm Begging You: Never Write With A.I.," <i>New York Times</i> August 4, 2026, https://www.nytimes.com/2026/08/04/opinion/artificial-intelligence-ai-writing.html Humans First A Space For Authenticity Introductions: What Should I Know About You? Concentric Circles of Community How do we build and maintain community? Final presentations planning: What do my communities need from me now? In-Class Writing: Your Communities	
	Wed 8/26	2 READINGS BEFORE CLASS: - Wingspread Principles of Good Practice for Combining Service and Learning - Christine M. Cress and Peter J. Collier, <i>Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities</i>, Chapter 1 What is Community-Engaged Learning? EXTRA CREDIT: 5 p.m., Henry Lecture Hall, LSB America 250: Core Historic Documents and Their Impact	DUE AFTER CLASS: Journal Entry #1 (submit photographs on Blackboard)
2	Mon 8/31 8/31 Last day for add/drop classes.	1 READING BEFORE CLASS: Jennifer Lisa Koslow, <i>Public History: An Introduction</i> (Wiley-Blackwell, 2021, Chapter 1. What is Public History? How is it Community Engaged Learning?	
	Wed 9/2	Orientation with Service Partner onsite Take Iona vans to Remington Boys and Girls Club 1 Remington Place, New Rochelle	DUE AFTER CLASS: Journal Entry #2 (submit photographs on Blackboard)
3	Mon 9/7	NO CLASSES: Labor Day	

	Wed 9/9	2 READINGS BEFORE CLASS: • Jennifer Lisa Koslow, <i>Public History: An Introduction</i> (Wiley-Blackwell, 2021, Chapter 6. • “Family History Sample Outline and Questions,” https://oralhistory.library.ucla.edu/pages/family_history Comparing Memory and History History in Your Life Preparing Your Family History Interview AFTER CLASS: Interview an elder for an hour– family member or friend – ideally recording the interview in video. For the journal, reflect on the experience. What was easier than you thought? Harder? What went well? What was a struggle? What could make a followup interview better?	DUE AFTER CLASS: Journal #3 after your Family History Interview (submit photographs)
4	Mon 9/14	BEFORE CLASS: Family History Interview and Journal BRING LAPTOPS TODAY In Class: Familysearch.org and newspaper archives Matching Sources to Stories History or Myth? “Print the Legend”	
	Wed 9/16	2 READINGS BEFORE CLASS: • Harry M. Dunkak, "The Three Iona Schools in New Rochelle, New York: In 2015 Iona College Celebrated 75 Years; In 2016 Iona Grammar and Iona Prep Celebrate 100 Years." <i>The Westchester Historian</i> Vol. 92, No. 1 (2016): 4-28. • “When the Times Changed: 50 Years of Women at Iona,” <i>Iona Alumni Magazine</i> November 2019, https://ionauniversitymagazine.com/2019/11/when-the-times-changed-50-years-of-women-at-iona/	
5	Mon 9/21	Service Partner onsite Take Iona vans to Remington Boys and Girls Club Class with Brother Kevin Griffith (confirmed) 1 Remington Place, New Rochelle	
	Wed 9/23	3 READINGS BEFORE CLASS: • Jennifer Lisa Koslow, <i>Public History: An Introduction</i> (Wiley-Blackwell, 2021, Chapter 4. • Iona record guide in progress – click through the tabs at left side - https://guides.iona.edu/c.php?g=1037531&p=7522628 • Iona approved photo gallery https://ionauniversity.photoshelter.com/galleries/G0000.w99qR8cZKY/Iona-University-Public-Gallery What is an Archive? Why have them? Understanding Iona’s records Proposing an Archival Plan	DUE AFTER CLASS: Journal Entry #4 (submit photographs)

6	Mon 9/28	2 READINGS BEFORE CLASS: - Hartwick College Archives Collection Policy, rev. 2022, https://www.hartwick.edu/policies/hartwick-college-archives-collection-policy/ - Middlebury College Collection Development Policy, rev. 2026, https://www.middlebury.edu/library/special-collections/collections/college-archives/collection-policy Guests: Iona Librarians Natalka Sawchuk and Diana Kiel, and emeritus history professor Brother Joseph Morgan Discussion: What Should Iona Collect? How Does Iona's Approach compare to Peer Colleges?	DUE AFTER CLASS: Journal Entry #5 (submit photographs)
	Wed 9/30 * [Fri 10/2 Progress Reports Due @ Noon.]	2 READINGS BEFORE CLASS: - Barbara Davis and Theresa Kump Leghorn, "New Rochelle: A Celebration of 325 Years," 2013, https://www.newrochelleny.gov/DocumentCenter/View/6538/NR325Timeli nePanelsForWebsite?bidId= - Gay E. Rosen, "Historic Markers of New Rochelle," May 9, 2021, https://larchmontandnewrochellenews.com/2021/05/09/historic-markers-of-new-rochelle-part-1/ Understanding New Rochelle's Self-Conception	
7	Mon 10/5	3 READINGS BEFORE CLASS: - Jennifer Schuessler, "How Americans Learned to Love Thomas Paine," <i>New York Times</i>, January 9, 2026, https://www.nytimes.com/2026/01/09/arts/thomas-paine-common-sense-250.html 2026 New Rochelle Thomas Paine Day events, https://patch.com/new-york/newrochelle/calendar/event/20260607/459667c5-4d3e-4ae1-ad0e-86fa6d324acd/thomas-paine-day-liberty-and-justice-for-all-250-years-of-progress-since-1776 2026 Paine to Pain Half-Marathon, https://www.painetopain.com Using, Abusing, or Honoring the Thomas Paine Connection	
	Wed 10/7	Field Trip to Thomas Paine Cottage, Thomas Paine Memorial Building, and Thomas Paine Monument Iona vans will take us there	DUE AFTER CLASS: Journal Entry #6 (submit photographs)
8	Mon 10/12	5 READINGS BEFORE CLASS: - Anthony Caglioti to President Brother John Driscoll, August 1, 1977, via Varian Papers, New Rochelle Public Library Archives. - Beechmont Association meeting with Iona officials, November 25, 1977, via Varian Papers, New Rochelle Public Library Archives. - Robert Hilsdorf, "Renovations Set for Mayflower School," <i>Ionian</i> Vol. 40. No. 2. September 8, 1983, p. 1, via Iona Archives. (PDF) - Georgina Fiordalisi, "Verdict paves way for Iona parking lot," <i>New Rochelle Standard-Star</i> May 23, 1984, p.3, via Varian Papers, New Rochelle Public Library Archives. - Susan Retsky, "Proposed dorm raises traffic worries," <i>New Rochelle Standard-Star</i>, December 31, 1986, p. 3 via Varian Papers, New Rochelle Public Library Archives. Iona Expansion and the Relationship to New Rochelle	DUE AFTER CLASS: Journal Entry #7 (submit photographs)

	Wed 10/14	Service Partner onsite Take Iona vans to Remington Boys and Girls Club 1 Remington Place, New Rochelle	
9	Mon 10/19	WATCH IN CLASS: <i>Leveling Lincoln</i> documentary https://www.pbs.org/video/leveling-lincoln-wmrarj/	
	Wed 10/21	1 READING BEFORE CLASS: • Keith Wheeler, “Integration Vendetta in a Northern Town,” May 5, 1966, <i>LIFE</i> (PDF) Suggested Activity: Ask your elder about their personal experiences with segregation, especially in educational settings.	DUE AFTER CLASS: Journal Entry #8 (submit photographs)
10	Mon 10/26	Visit to Lincoln Park Work in the Lincoln Park Gardens (tentative) Take Iona vans there	DUE AFTER CLASS: Journal Entry #9 (submit photographs)
	Wed 10/28	2 READINGS BEFORE CLASS: • John R. Stilgoe, <i>Outside Lies Magic: Regaining History and Awareness in Everyday Places</i> (New York: Walker and Company, 1998), Chapter 1 (PDF). • IDEO U, “How to Think in Systems for Greater Impact,” rev. March 2022, https://www.ideo.com/blogs/inspiration/how-to-think-in-systems-for-greater-impact Really Seeing your Environment System Mapping: Participants, Concepts, Causal Loops, Constraints Documenting Your Walk	
11	Mon 11/2	Field Observation: Walking North Avenue from Titus Millpond to Eastchester Road Vans to starting location Observations about systems, history, and development opportunities	DUE AFTER CLASS: Journal Entry #10 (submit photographs)
	Wed 11/4	2 READINGS BEFORE CLASS: • Georgina Fiordalisi, “North Avenue redevelopment plan not welcomed by everyone,” <i>New Rochelle Standard-Star</i> , July 29, 1984, p3, via newspapers.com (PDF) • AKRF, “North Avenue Corridor Study Update Report,” January 8, 2015, selected analysis, recommendations, and workshop slides North Avenue: Challenges and Opportunities What is already accomplished? What needs to happen?	
12	Mon 11/9	Service Partner onsite Take Iona vans to Remington Boys and Girls Club 1 Remington Place, New Rochelle	DUE AFTER CLASS: Journal Entry #11 (submit photographs)

	Wed 11/11 **[Fri 11/12 Last to Withdraw]	No class Veterans Day	
13	Mon 11/16	9 READINGS BEFORE CLASS: • Remarks of Mayor Itoni on Approval of Trump as Developer, October 1994, from New Rochelle Public Library Archives (PDF) • Donald Trump to Itoni, plus Trump Organization vision for Davids Island, October 1994, from New Rochelle Public Library Archives (PDF) • Gil Hauer Santos, "Keep Donald Trump Off Davids Island," <i>Mamaroneck Daily Times</i> October 18, 1995, p. 12 (PDF) • "Trump Drops Davids Island Plan," <i>White Plains Reporter Dispatch</i>, March 8, 1996 (PDF) • Mayor Noam Bramson, "Davids Island, A Crucial Acquisition," 2002, from New Rochelle Public Library Archives (PDF) • "Trump Plaza Opens its Doors at Nearly Three-Quarters Sold," <i>New Rochelle</i> 2007-8, from New Rochelle Public Library Archives (PDF) • "New Roc City: A Downtown Entertainment Mecca," 2005, <i>White Plains Journal News</i> September 24, 2005, p. 11, (PDF) • "Socceroof Now Open," 2024, https://patch.com/new-york/newrochelle/socceroof-indoor-soccer-facility-now-open-new-roc-city • City of New Rochelle, LINC Project Description and 11-Page brochure (PDF) also at https://engagenr.com/thelinc/ The Rise and Fall and Rise? of New Rochelle Redevelopment	
	Tue 11/17	Walking the LINC Neighborhood (tentative): Train Station, Memorial Highway, Lincoln Park, back to Iona Transportation to start via Iona vans	
	Wed 11/18	Interview Work with Lincoln Park Conservancy (tentative) Transportation via Iona vans 389 Huguenot Street, New Rochelle	
14	Mon 11/23 [Wed-Fri 11/25-11/24 is Thanksgiving Break]	1 READING BEFORE CLASS: • New Rochelle Library Collection Development Policy, selections on local and archival collections (PDF), p. 8-11 Guest Participant: David Rose, Archivist, New Rochelle Public Library Creating a City Archive, Encouraging Public History	DUE AFTER CLASS: Journal Entry #12 (submit photographs)
15	Mon 11/30	All-Class Final Discussion: Your Concentric Communities and Your Role	
	Wed 12/2	Final Presentations	
16	Final Section I- Mon 12/7 to 12/11	Final Exam Day: Remaining Final Presentations	DUE AFTER CLASS: Final Presentation prep materials and Final Journal

Special Note: Iona is open on Indigenous People's Day/Columbus Day, Monday October 12.
Last day to withdraw from courses with a "W" is Friday, November 12.

*Progress reports are due at noon on Friday, October 2.
Final Exam Period is Monday Dec 7 to Friday Dec 11.*

Instructor's Course Policies & Procedures

Cell phones and laptops: Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), **laptops and/or other digital equipment may not be used in this class** unless you have made special arrangements with the professor, in accordance with the Americans with Disabilities Act or other imperative. While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.**

Food and drink: You are welcome to eat and drink in class.

Texts: Bring texts under consideration to class as printouts, with your underlining and notes evident.

Use of AI: Any work for this class that is generated by Artificial Intelligence will be considered a form of plagiarism.

[University Policy for all courses and students](#)

[full explanations of policy may be found in the University Catalog]

Cheating and Plagiarism

Cheating and plagiarism subvert both the purpose of the University and the experience students derive from being at Iona. They are offenses which harm the offender and the students who do not cheat.

The Iona community, therefore, pledges itself to do all in its power to prevent cheating and plagiarism, and to impose impartial sanctions upon those who harm themselves, their fellow students, and the entire community by academic dishonesty.

Faculty members will report all incidents of cheating and plagiarism to the dean. Every effort will be made to insure justice in any allegation of intellectual dishonesty. Educational assistance rather than adversarial proceedings may be sought. Sanctions may include failure for the assignment, failure for the course, and in the case of a second instance or an egregious violation of ethical and professional standards, dismissal from the University.

Students who have been guilty of plagiarism or academic dishonesty at any point in their Iona academic career do not qualify for degrees with honors.

If, in conformity with this policy, a sanction is imposed, students may appeal first, to the professor who discovered the offense; second to the department chair; and third to the academic dean of the division involved. The decision of the academic dean is final. A student has the right to appeal the academic dean's decision to the provost if, and only if, the sanction involves a suspension from class or dismissal from the University. In such appeals, the decision of the provost is final.

Iona University AI Use Policy (March 2024)

Courses at Iona University may allow the use of generative artificial intelligence tools (such as ChatGPT/GPT-4, Gemini etc) at the discretion of the professor. Professors who allow the use of generative AI tools in their courses must state it explicitly in their syllabus and indicate the following: which AI tools students may use; which assignments they may be used for; and how students may use them.

Students may not use generative AI tools towards the completion of any course assignment unless its use is permitted in the course syllabus. Unauthorized uses of generative AI tools will be treated as instances of academic dishonesty. Students who use generative AI in courses where it is permitted are responsible for their submission and should be aware of the following issues with generative AI tools:

- AI generated materials may infringe on materials that have copyright protection and/or are the intellectual property of others.
- Students may not enter any confidential, identifiable, or sensitive materials into an AI tool as this not only violates confidentiality rules but, in some cases, particularly in the Health Sciences, may also violate HIPAA rules.
- **Students should be aware that generative AI often provides inaccurate information.** Students are expected to check AI output for factual errors and incorrect information.

Attendance

Attendance in class and laboratory sessions is recorded from the first class meeting of the semester. If a student enrolls in a class during the add/drop period, any absences up until that point should not count towards the number of missed class sessions. Students are responsible for fulfilling all requirements and completing all assignments in each course. They will likewise be held responsible for the entire content of each course. Instructors are not required to provide a substitute test or quiz if students are absent from the class session during which the test or quiz is given. If students are absent from laboratory periods, field trips and similar class sessions, they cannot expect that any special arrangements (e.g., setting up laboratory apparatus) will be made for them to complete work that was missed. Any absence from class as a matter of principle is undesirable and may preclude the meeting of requirements as delineated in individual course syllabi.

e-mail Communication

All students are required to use their assigned Iona email accounts for all University-related business including electronic correspondence between students and faculty. Students are advised to check their Iona email account on a regular basis.

Appeal of Assigned Grade

Students who believe that an error has been made in the assignment of a grade should discuss with the instructor the basis upon which the grade was determined. If, after this review of the grading criteria for the course and the student's performance in it, the student is not satisfied with the assigned grade, an appeal may be made to the department chair. Such appeal must be made in writing, stating the basis upon which the grade is questioned and requesting a departmental review. If, following the review, the student is not satisfied with

the departmental decision; final appeal may be made to the academic dean of the department involved. FA excessive absence grades are awarded as a matter of policy and may not be appealed.

Course and Teacher Evaluation (CTE)

Iona University now uses an on-line CTE system. This system is administered by an outside company and all of the data is collected confidentially. No student name or information will be linked to any feedback received by the instructor. The information collected will be compiled in aggregate form by the agency and distributed back to the Iona administration and faculty, with select information made available to students who complete the CTE. Your feedback in this process is an essential part of improving course offerings and instructional effectiveness. We want and value your point of view. You will receive several emails at your Iona email account about how and when the CTE will be administered with instructions on how to proceed.

Iona University Accessibility and Accommodations Statement

Iona University is committed to creating an inclusive and accessible learning environment for all students. If you have been approved for accommodations by the Accessibility Services Office (ASO) and are experiencing any physical or academic barriers based on disability or the way the course is designed, please let me know immediately so that we can discuss appropriate adjustments and/or additional accommodations.

If you received accommodations (e.g. extended time for tests) in high school, and would like to receive similar support at Iona, you must first meet with an ASO staff to discuss your needs. Once your accommodations are approved, the Office will provide me with a list of your accommodations. Information about your disability is never shared with your instructor, only your accommodations.

To schedule a meeting with the ASO staff, you can send an email to Access@Iona.edu or complete a request for accommodation online by logging on to the Single Sign-On page and going to the ACCOMMODATE app. Once complete, a staff member from the Accessibility Services Office will contact you to schedule a meeting.

Grading Rubric for Centrifuge Writing Assignments				
Detail 25% Here's What: (data, specific factual statements)	Poor (0) • No clear detail from the reading	Fair (1.5) • Detail from the reading, but unclear exactly what is being referenced	Good (2) • Clear, distinct detail with vague citation	Excellent (2.5) • Clear, distinct detail with proper citation
Significance 25% So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?) How does it reveal something greater for our class discussion this session?	Poor (0) • Argument for the significance for its place in the reading as well as for our class discussion are both missing	Fair (1.5) • Clear argument for the significance either for its place in the reading as well as for our class discussion—but not both, or both are unclear	Good (2) • Argument for the significance for its place in the reading as well as for our class discussion, but one is not clear	Excellent (2.5) • Clear argument for the significance for its place in the reading as well as for our class discussion
Analogy or Implications 25% What is an analogy from your personal life or other classes? How does it shed light on this detail and its significance? Or a Now What: How does this new information or new question change our understanding of the reading?	Poor (0) • Argument does not go beyond the reading and arguments presented so far in class	Fair (1.5) • Unclear and/or incomplete argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach	Good (2) • Argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach; may be unclear	Excellent (2.5) • Clear argument that goes beyond the reading, demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach
Counterargument Remaining Tensions 25% Self-Critique: How does that analogy not work? Even after those questions are asked and answered, what remains unresolved, or unknowable? What alternative explanations exist, and in what ways are they compelling?	Poor (0) • No self-critique or further arguments are introduced, no further tensions described.	Fair (1.5) • Unclear or incomplete description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; no attempt to resolve.	Good (2) • Unclear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is vague and unsuccessful attempt to resolve.	Excellent (2.5) • Clear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is clearly explained and perhaps alternative argument is defeated

Grade Expectations: A perfect score of 9-10 is rare; a 8-9 is a strong grade, and a 6-7 suggests all elements were fulfilled, but weakly. A grade below 6 on these assignments suggests that not all aspects of the four-fold analysis are present.