

*IN 307 Advanced Elective: World of Wine
Spring, 2009*

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Competencies offered: E-1, E-2
Quarter Hours: 4

Class meets Mondays, March 30, April 13 and 27, May 11 and June 1 at South Campus, 6:30-9:30 pm; other weeks, class meets online. NOTE: This hybrid class requires extensive independent work during the online weeks. Students who find it difficult to complete independent work on time will find this class challenging to complete.

Competence statements:

E-1: Can apply principles and theories from arts, sciences and social sciences to study of a subject.

E-2: Can design individual learning experiences that enhance understanding through multiple disciplinary lenses.

CARPE DIEM

— Roman poet Horace (Ode 1.11)

My friend, don't even ask. Don't ask the fortuneteller
or astrologer to tell you how long you have to live.
Don't ask about me, either. Better not to know.
Better just to take each day as it is given us,
it makes no difference if there are many more to follow,
or if this is the last year we will see the ocean
throw itself against the nearby cliffs. Be sensible:
drink a little wine; do not look too far ahead.
Even as we talk, time is running past.
Reap the harvest of today, and let it be enough.

COURSE OVERVIEW

To know about wine, you need knowledge from science (geography, botany, microbiology), the arts (film, literature and painting), and social

science (history, psychology, sociology). Thus wine is an ideal subject for Advanced Elective Seminar, which requires students to examine a subject through more than one disciplinary lens. This class will meet in the classroom five times; five required field-trips, documented in online postings, complete the learning experience. Students will grow to more fully appreciate wine through its impact on culture, history, geography and the arts. In addition, students will become familiar with basic elements of wine-making and wine-tasting, as well as considering questions of misuse and addiction.

Knowledge of wine is, to many people, one of the marks of the urbane and educated person. But for those who don't know a zinfandel from a baco noir, wine can be an intimidating subject. This class will provide experiences and information to help students grow comfortable with continuing their own learning after the class ends.

In addition to the five class meetings, this class requires students to take five self-designed field trips to locations of their choice. Each field trip will be documented online (through Blackboard); thus reliable computer access is necessary.

Instructor Biography:

Patricia Monaghan is a member of the Resident Faculty at the School for New Learning. A longtime wine tourist (France, California, eastern New York, Washington-Oregon, Canada), she is also a gardener who teaches an annual Externship class in gardening. She is developing a small vineyard and winery, Maeve Wines, on rocky hilltop land in southwestern Wisconsin, and has written a wine guide to the region for Minnesota Historical Society Publishing.

Text to be purchased:

Monaghan, Patricia. *Wineries of Minnesota and Wisconsin*. Minnesota Historical Society Press, 2008.

Also recommended:

Bebord, Matthew. *Wine Country USA: Touring, Tasting and Buying at America's Regional Wineries*. New York: Rizzoli, 2005.

LEARNING OBJECTIVES

The intention of Advanced Electives is to explore a single subject through the various lenses of arts, science and social science (the A, S and HC categories of the SNL grid). The subject of the course is wine, which will be

explored first through botany (how the vines are raised) and microbiology (how the juice turns into wine) as well as through geography, for wine is perhaps the most location-specific food we have. Then we move to the arts and explore the way wine appears symbolically in religion and philosophy, as well as its appearance in literature and film. Finally, we explore the connection of wine with human culture, both in its positive and negative manifestations: as a part of ethnic celebrations on the one hand, and as a location for addictive behavior on the other.

Important and interesting as these ways of viewing wine are, however, why take a class in wine if you don't get to taste any? Due to restrictions and legal concerns, we will not be tasting wine in class. However, you will be asked to explore wine in settings of your choice (a wine-tasting at a restaurant, a club at a private home, etc) as well as touring one of the many emerging Midwestern wineries. On alternate weeks, students will be assigned experiential projects that will allow them to experience wine in various settings. Students are encouraged to bring adult family members with them on these field trips, to share the experience and the learning. Students are expected to behave legally and with maturity throughout the class, including during their self-designed field trips, when they will be representatives of our university to the larger public.

Objectives which participants in the course are expected to meet are:

1. To demonstrate awareness of different ways that arts, sciences and social sciences create meaning from experience.
2. To demonstrate awareness of the basic ingredients in wine-making and viticulture (wine-raising), as well as basic knowledge of the major wine regions and wine varieties of the world.
3. To appreciate the use of wine imagery in religion, culture and the arts.
4. To recognize the difference between appropriate use of wine and addictive behavior.

Participants will show that they have met these objectives by writing and speaking. No Power Point presentations are acceptable in this class due to technical limitations.

LEARNING STRATEGIES

A variety of learning strategies will be used to encourage learners to explore the subject through various disciplines. In class, small group and team discussions, films, brainstorming, mind-games (thought experiments) and other strategies will create an interactive environment. Field trips will add

an experiential dimension to the student's work. Online writing projects will provide both interaction and expressive practice.

COMPETENCIES AND ASSIGNMENTS

This class offers only the E-1 and E-2 (Advanced Elective) competences. These competences are described as follows:

1. Identifies a phenomenon, problem, or event of personal significance.
2. Identifies at least 2 approaches to the creation of knowledge that could appropriately be applied to (1).
3. Evaluates the limitations and possibilities of these approaches to the creation of knowledge.
4. Articulates a perspective in relation to this phenomenon, problem or event that integrates aspects of these approaches.

In Advanced Elective experiences, students explore the value and practice of being an integrating thinker in today's increasingly complex world. The competencies here draw connections among the categories and disciplines of liberal learning. Students will demonstrate this competence by considering one phenomenon, problem or event through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society?

Students will examine different sources of knowledge, such as inspiration, deductive reasoning, or revelation. They will explore how different sources of knowledge lead to different ways of knowing, and to different forms of expressing knowledge. For instance, an artist's expression of a phenomenon is a form of knowledge, and so is a scientist's examination of the same phenomenon.

By choosing two approaches to exploring an event or a phenomenon, students will discuss how different sources and expressions of knowledge are accorded different kinds of value and privilege depending on the cultural context. This will also help students to understand how their own values and assumptions influence the way they experience or understand an event or a phenomenon.

All three categories of learning that students have experienced at SNL (H, S, A) will be explored in terms of the ways knowledge is constructed in each.

EXPECTATIONS FOR LEARNERS

ATTENDANCE? YES!

This class is designed so that the major concepts of the course are presented during class time. This is a hybrid class, in which students meet only half the number of weeks generally required for a four-credit (two competence) class. There are only five on-site classes, at which activities will be presented that cannot be replicated at home. Classroom attendance is a vital part of this course. If you miss a class, you must get information from another student as instructor will not provide it. If you miss more than one class you will be asked to drop the course. No one who misses a class can receive more than a "B" in grade.

Online class weeks require you to visit a site or attend an activity and to post a report on that activity via the class Blackboard. If you do not report by the date specified, it is counted as an absence from class. Assignments will be penalized one-tenth of the allowed points for every week late. (Simple translation: do not expect an A with late work.) No one who is more than two weeks late with an online assignment can receive more than a "B" for the class. So: do keep current with your online assignments.

PLAGIARISM? NO!

Plagiarism – the use of others' exact words without providing citation credit through quotation marks, and textnotes, footnotes and/or endnotes – is a serious offense at all institutions of higher learning. It has become rampant at many universities, including DePaul, due to the ease of copying and pasting from the internet. As a result, all papers must be submitted via the Turn-it-in system.

Go to www.turnitin.com early in the term and sign up; use class number 1597874 and class password "wine." You will use this system to submit all your papers; your papers will be read on that system and your instructor will send you comments for each assignment. However, your instructor will not look at any papers whose "originality report" shows evidence of plagiarism (the names of books and their publishers sometimes appear as questionable but are obviously fine; your instructor will never penalize you for that); you will receive a note from the instructor alerting you to any difficulty and will have one week to correct any problems, on one paper only. If you have more than one evidence of plagiarism in your papers, you cannot receive more than a "C" in the class. By the time you have reached Advanced Electives, you are assumed to know correct citation procedures.

If you have any doubt, look at the citation information on the lefthand side of the Blackboard menu bar. You may also wish to use the Writing Center if you believe you need more assistance in learning to recognize and correct citation errors.

It is your responsibility to check your originality report to assure that the paper has been accepted; it is also your responsibility to revise and resubmit if the paper does not meet minimal standards of academic integrity. Instructor will not discuss your excuses for plagiarism with you; as you have taken Research Seminar in order to enroll in this class, you cannot claim lack of knowledge about what constitutes plagiarism. If you have any doubts, punch the "Academic Integrity" button on the class Blackboard and/or make an appointment with the Writing Center to learn correct citation procedures.

Your instructor upholds University's guidelines on academic integrity found in the Student Handbook. Please note the following, from that University publication:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university.

Finally, please note that anything copied from any source without permission constitutes plagiarism. This includes art or illustrations presented as potential wine labels.

LATE PAPERS? PREPARE TO WAIT AND TO RECEIVE A LOWER GRADE.

Papers are due on the date assigned, although a two-day window of acceptability is open for tardy papers. After that point (Wednesday of the week when papers are due Monday), late papers will be penalized one-tenth of the allowed points for each day late unless prior approval has been given for a good reason; for instance, if you are planning to visit a wine-making region during the term and wish to research it, that is an approvable reason to be late with a paper. This permission must be sought and given via email. Sorry, illness is not approvable without a doctor's note. A hybrid class requires you to PLAN in order to complete the work at the required time; poor planning on your part is not a good excuse. Papers that are over two weeks late will receive no more than the point equivalent of a "C."

Papers turned in after the end of the quarter are graded whenever time allows. Your instructor schedules time at the end of each quarter for grading and commenting on all papers; once the next quarter has begun, other tasks take precedence. Do not expect others to hurry when you do not meet stated deadlines. Any student whose late work has been received will receive grades and assessments by the grade deadline of the following quarter. See grade information for lowered grades on late papers.

UNIVERSITY POLICY ON INCOMPLETES

Students must request Incomplete grades in advance of the last class date, using the contract for IN grade available on the Forms page (<http://www.snل.depaul.edu>). The contract requires student to state the last possible date that instructor will consider work submitted; in the case of this class, that date will be March 15, 2007. Instructor will retain a copy of the form and will submit the original to the grades coordinator. PLEASE NOTE THAT IT IS THE RESPONSIBILITY OF THE STUDENT, NOT THE INSTRUCTOR, TO DOWNLOAD AND FILL OUT IN FORM. Also note that late papers are subject to grade penalty (see grade information below). Students who fail to meet the agreed-upon target for completion of coursework will see their grades turn from IN to F, two quarters after course ends. This is not negotiable with the instructor but is a University policy.

CRITERIA FOR ASSESSMENT

It is understood that students enter this class with widely varying background on the area of content. Therefore students are evaluated not on prior learning or preparation but on learning in which they engage in this class. In all cases, assessments will embody the qualities on which SNL is founded: of clarity, integrity, flexibility and empathy.

Some SNL courses are always graded on a Pass/Fail basis. In all other classes, students always have the option of taking the course Pass/Fail. If you intend to do so, you must inform the instructor of that at the first class session. Once you commit to taking a course Pass/Fail, you cannot switch back to a letter grade.

Specific statements for what content is expected to be mastered for each competence can be found above. For all competences, the following criteria for assessment is used:

1. To receive a grade of "A," students must show outstanding mastery of the subject. This is revealed by an excellent record of attendance and participation in class activities; by meeting all course requirements on time and by meeting or exceeding all stated parameters (length, depth, number of citations) in written work. The difference between "A" work and "B" work is to be found in the depth of engagement in the subject; superficial or perfunctory work, as defined by limited research and/or brief treatment of the research, will not receive a grade of "A."
2. To receive a grade of "B," students must show above-average mastery of the subject. This is revealed by a good, though not necessarily excellent, record of attendance and participation in class activities; by meeting all course requirements on time and by meeting most stated parameters (length, depth, number of citations) in written work. Students whose final work is more than one month late can receive no higher than a "B."
3. To receive a grade of "C," students must show average mastery of the subject. This is revealed by a good record of attendance and participation in class activities; by meeting most stated parameters (length, depth, number of citations) in written work. Students whose final work is more than one quarter late can, unless extraordinary circumstances are documented, receive no higher than a "C." NOTE FOR HYBRID CLASSES: Because credit is given for your independent work as though you are attending class during that week, students who fail to turn in required work by the assigned date will be given a C for that assignment; as most assignments are graded on a 1-10 scale, a C will be a 5.

APPROPRIATE BEHAVIOR: ALWAYS!

Professional behavior in word and deed is expected of all SNL students. Disrespectful, threatening, or belittling behavior aimed at other students, at staff, or at instructor is not tolerated, whether that occurs in person or through written or emailed communications. A single instance of such behavior will result in a reprimand from instructor; any further instances will be reported to the Dean of Students.

DISABILITY ACCOMMODATIONS

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

CHRONIC ILLNESS INITIATIVE

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by a chronic illness. Students who struggle with illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations such as cancer or heart disease, may have found it difficult, if not impossible, to meet the requirements of a conventional college program. At the School for New Learning, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. For more information, contact CII at CII@depaul.edu.

ADULT AND SUBURBAN STUDENT SERVICES

The mission of the Office of Adult & Suburban Student Services is to provide an area where adult students can address their unique and special needs. This office serves as the liaison between adult students and academic and administrative units of the University, helping them to easily navigate DePaul's system. On-site staff members are available at the Adult Student Center, 11017 DePaul Center, Loop Campus; phone: 312-362-6216.

HELP FOR STUDENT WRITERS

The DePaul University Writing Centers offer resources for student writers through drop-in, by- appointment, and online services. Learn more about the Writing Centers by visiting the Website at <http://condor.depaul.edu/~writing/>. The Loop Writing Center is located at 1620 Lewis Center; for hours and more information call 312-362-6726 or email wcenter@depaul.edu.

CLASS ASSIGNMENTS

Students in this class will create three products that exemplify their learning:

1. Online assignments. Students will be asked to post reports on external activities online. These questions will include five written assignments: wine-tasting review; winery review; book review; movie review; and synopsis of geographical wine-tasting event.
2. Group learning exercise. Each student will be assigned to a group that will work together on some aspect of creation of a class wine.
3. Final project. Employing at least two of the categories of learning (S, H, A), student will create a project that applies this learning to the subject, the wines of a specific region of the world. A list of wine regions will be available at the first class, at which time students will select the wine region on which they will report. A student-sponsored wine-tasting will be part of this paper. The final paper must include book and journal (electronic and print) research into the subject. Final papers are to be submitted electronically by June 10 at noon.

On weeks that the class does not meet, students will do a self-selected learning activity and report on it via Blackboard. Note: work as assigned is due at noon on date below.

By April 7: Attend a wine-tasting and report on it.

By April 21: Read wine-related literary work.

By May 5: Visit a winery.

By May 19: View a wine-related movie.

By May 26: Host geographically-based wine tasting.

Details on these projects will be handed out in class. Please do not do tours and other projects until you have received instructions; such work will not be counted for your grade. Note that work done before class (such as touring a winery in California ten years ago) cannot be counted for credit.

Class Schedule:

March 30 (in class)

Introduction of students.

Review of syllabus, text and readings.

Tasting assignment.

Assignment of groups for group projects. NOTE: One group will make wine (riesling) for the class to witness. Members of this group will find it necessary to visit South Campus at times when class is not scheduled, so they should plan on this when volunteering.

Selection of movies for movie review.

Selection of wine regions for final report.

Starting the class wine.

April 6 (online)

Field trip: From a list provided online, select a wine-tasting event; attend and share your experience in a short essay online. NOTES: No, it doesn't count if you pick up a few bottles of wine and have friends over. No, you cannot combine your wine-tasting event visit with a winery visit; they are quite different experiences. No, you cannot count a wine-tasting you did in the past; it must be done during the term.

April 13 (in class)

GROUP REPORT: The first steps in the wine-making process.

The science of wine: botany and microbiology

Making wine: yeast, must, juice. Primary fermentation.

"Good wine is made in the vineyard": overview of viticulture (grape-growing).

Geography/geology of wine: overview.

April 20 (online)

Read one book from a selected list of nonfiction books on wine (available online and at first class) and post your book report online, following the instructions given on the class Blackboard. Paper must be turned in via Turn-it-in. NOTES: No, you may not report on a book you read in the past. No, you may not report on a wine touring guide.

April 27 (in class):

Wine in the arts: visual and literary.

The art of life: wine and dining.

Wine as symbol: communion and alchemy.

The legend of Tristan and Iseult; wine as love potion.

GROUP REPORT: racking, secondary fermentation.

GROUP REPORT AND VOTE: Wine naming group.

May 4 (online):

Field Trip: From links and other information provided online, visit a vineyard and/or a winery; then share your experience in a short online essay. NOTE: Yes, you can apply to instructor to change due date on this field trip, if you are traveling and will have the opportunity to visit a wine region between this week and the end of the term. Please do NOT visit winery before this week, as you will be unprepared for the experience.

May 11 (in class):

Troubles in paradise: when is "enough" too much?

Readings from literary works on alcoholism.

GROUP REPORT: Clarification.

GROUP REPORT AND VOTE: Wine label group.

May 18 (online)

Wine in film: Write movie review and post online. You should view the movie that you chose on the first day of class. (Choice was made that day to allow you plenty of time to find the movie in library or video store.) Paper must be turned in via Turn-it-in.

May 25 (online)

Host a dinner party at your house for friends and/or family. At the party, serve the wine of the region you have been studying. Serve appropriate foods as well. Give a demonstration of wine tasting to your guests, then have them taste the wines you have chosen for your party. As they taste, encourage them to express their experience of the wine. Finally, have them discuss the questions posted on your Blackboard. Your final report will incorporate the information about the wine region that you discover from your research, analysis of the S, H, and A aspects of that region, and a description of your wine party. Only the description will be posted online.

June 1 (in class.)

Globalization in the wine industry.

Reports on regional wines and tasting experience.

Next steps to continuing learning.

Wine bottling.

GROUP PROJECT GIVEN OUT: Wine brochure group.

By June 10:

Final reports due, turned in via Turn-it-In.