Welcome

Welcome to Antioch University and Modes and Methods of Learning. In this course, you will explore the extraordinary abilities to identify and develop your brain functions. You will explore what imprisons you, learn your personal strengths and weaknesses and how to strengthen them. This course shows ways to identify and apply diverse modes of learning to achieve ends such as acquiring knowledge of yourself and the world, solving problems, and producing creative works.
Week 1: Freeing Your Mind to Learn

Introduction

This first week you will meet your classmates, explore the Antioch philosophy, look out into the world, and then inside yourself. You start by looking at Antioch University’s history in Yellow Springs, Ohio and the first president, Horace Mann. Then, you visit one of our famous alums—Rod Serling and watch an episode of The Twilight Zone where he shares the Antioch Curse with his audience. From there, you discover the destructive powers of group thinking--then how to think for yourself, how to understand what you know, how to pick a path in a world inundated with opinions and information, and how to look at society and yourself with fresh eyes. You end this week with those fresh eyes and self-examination.

Due This Week:

<table>
<thead>
<tr>
<th>Homework</th>
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<tr>
<td>Discussion 1: Your Story</td>
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<td>Assignment 1: Doris Lessing</td>
<td>Sunday Night</td>
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<tr>
<td>Discussion 2: Transcending</td>
<td>Sunday Night</td>
</tr>
</tbody>
</table>

Remember: Your weekly discussion posts should be at least a paragraph (50-100 words) for each topic listed. Respond to others so they will respond to you and keep the discussion going. You’re expected to login to your course regularly and participates in discussion forums a few times a day, at least 4 days a week. Please review your syllabus where you will find the full rubric, which will be used to evaluate your Discussion and Participation in the class.

Late Discussion Posts: Specific due dates have been identified for weekly discussion homework. By making sure your initial post meets these due dates so you allow time for class discussion on the topic. Please note that credit is not awarded for late posts.

Late Assignments: Specific due dates have also been identified for weekly assignments. Assignments that are submitted late lose a letter grade for each day they are late.

Objectives

At the end of this lesson, you should be:

1. Identifying and remembering the Antioch curse.
2. Understanding attribution and inference theories.
3. Understanding brainwashing, group mentality, and the power of words.
4. Identifying where you are on the Maslow Hierarchy of Needs.
5. Discovering if your brain preference is left or right hemisphere dominant.
Readings:

Antioch:

1. **Read** about the father of American education Horace Mann, the first president of Antioch College 1853-1859, and the *Antioch curse* from his final commencement speech in 1859.
   Please either type in a search engine the following or click on the link provided:
   *Only A Teacher Schoolhouse Pioneers* [http://www.pbs.org/onlyateacher/horace.html](http://www.pbs.org/onlyateacher/horace.html)

2. **Read** about Rod Serling, alumni of Antioch, creator of *The Twilight Zone*
   Please either type in a search engine the following or click on the link provided:

3. **Watch** the episode of *The Twilight Zone*, "The Changing of the Guard." (25 min.)
   Although not filmed on location, the scenes are a recreation of the campus. While watching this episode, look out for the famous Antioch curse from Horace Mann, “Be ashamed to die until you’ve won some victory for humanity.”
   To view, please either type in a search engine the following or click on the link provided:
   *Watch Twilight Zone | The Changing of the Guard online | Free | Hulu* [http://www.hulu.com/#!watch/440841](http://www.hulu.com/#!watch/440841)

Attribution and Inference:

4. **Read** about Attribution Theory. This theory explains how and why we account for events as we do. In this way, we attempt to explain our world through cause and effect even when there is none. The correspondent inference theory describes the conditions under which we make dispositional attributes to behavior we perceive as intentional. Please either type in a search engine the following or click on the link provided:
   *Attribution Theory—Simply Psychology* [http://www.simplypsychology.org/attribution-theory.html](http://www.simplypsychology.org/attribution-theory.html)
   *Attribution Theory—Web Page* [http://webspace.ship.edu/ambart/Psy_220/attributionol.htm](http://webspace.ship.edu/ambart/Psy_220/attributionol.htm)

Doris Lessing

5. **Read** *Rules for Writers* (7th edition) pp. 70-83
   Note: this task is required for completing assignment 1.

6. **Read** all five essays in Doris Lessing’s *Prisons We Choose to Live Inside*.
   Note: this task is required for completing assignment 1. If you prefer the audio (or do not yet have the book), you may listen to these lectures online. You will need to update your Adobe Flash Player if prompted. Please either type in a search engine the following or click on the link provided:

7. **Watch** the video about Abu Ghraid and McDonalds.
   Please either type in a search engine the following or click on the link provided:
   *The Human Behavior Experiments 2006* (57.51 minutes) [http://www.youtube.com/watch?v=X9IPJX8sv0M](http://www.youtube.com/watch?v=X9IPJX8sv0M)
Maslow:

8. **Read** the Maslow Hierarchy of Needs and record where you think you are on it. Please either type in a search engine the following or click on the link provided:  
   *Maslow's hierarchy of Needs—Simply Psychology*  
   [http://www.simplypsychology.org/maslow.html](http://www.simplypsychology.org/maslow.html)

Psychologist Abraham Maslow created a hierarchy of needs (1943) and placed them on a pyramid with basic needs on the bottom and higher order needs at the top. He tells us that when we fill one need, we rise to the next level. Using this hierarchy, we can discover what motivates others and ourselves to achieve our unconscious desires. The highest need, or goal, is self-actualization and realizing our potential for self-fulfillment.

Left Right Brain

9. **Read and take** the Left and Right Brain Preference test and record your score. "Test 8.4" Left/right brain. In psychology, the idea that we have a dominant side is called lateralization of brain functions. Recent research seems to indicate that we may actually be stronger in math and science skills when both hemispheres work together instead of having one side stronger than the other. Whether you take one side or the other (pun intended) of this debate, you may find it interesting to see which side the test shows as being your dominate one.

The Creative Spirit: Meet Wile E. Coyote

10. **Read** *The Creative Spirit "Wile E. Coyote Meets the Buddha"*  
    (pp. 8-9)

Wile E. Coyote (famishius vulgaris ingenius) will accompany us throughout the course. According to his creator, Chuck Jones, "For creativity to happen, something within us must be brought to life in something outside of us" (p. 8). *The Creative Spirit* is a companion book to the PBS television series by the same name. Both the book and the series are available through Amazon if you are interested in learning more (see the Free Birdseed section at the end of this week).
Assignment 1: Doris Lessing

Learning Objective:
- Understanding brainwashing, group mentality, and the power of words.

Assignment Requirements:
Demonstrating your understanding of each of the Lessing essays using what you learned from Rules for Writers.

a. For each essay, write what you think Doris Lessing's main idea is (put this main idea sentence in bold) followed by a paragraph summary of the essay (using Rules for Writers pp. 76-77. A summary is an objective, newspaper like reporting of the essay that does not require you to judge but to understand the author's ideas.

b. Once the five summaries are written, write one personal reflection paragraph about all of the essays tying the reading into your life or world today. Reflections are subjective and reflect your interpretation and judgment of what message the author Doris Lessing was conveying.

This assignment is a total of six paragraphs, or about 600 words, and should be written in past tense according to APA standards. Example: Doris Lessing stated, declared, confirmed, discussed. Please note that all writing assignments in this course should be written using APA style guidelines (see your Rules for Writers guide pp. 534-595).

Submission Requirements
Submit to the Assignment Dropbox by Sunday night. Evaluation of the work will be based on the following rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
<th>Weight</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea Statements</td>
<td>The main ideas for all five essays were well written and appropriate for the content.</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Essay Summary</td>
<td>Essay summaries for all five essays were well written and accurately summarized the essay content.</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Rules for Writers</td>
<td>Student writing reflected understanding of Rules for Writers Assignment.</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Formatting, Spelling &amp; Grammar</td>
<td>Students followed the prescribed assignment format.</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Six paragraphs, or about 600 words</td>
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<td></td>
<td>- Written in Past Tense</td>
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<td></td>
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<tr>
<td></td>
<td>- APA Formatting</td>
<td></td>
<td></td>
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</tbody>
</table>
Discussion Question 1: Your Story

Due: Wednesday Night

Your weekly discussion posts should be at least a paragraph (50-100 words) for each topic listed. Respond to others so they will respond to you and keep the discussion going.

Learning Objective:
- Identifying where you are on the Maslow Hierarchy of Needs.
- Discovering if your brain preference is left or right hemisphere dominant.

Discussion Requirements:

a. Introduce yourself and tell us your story: who you are, where you live, perhaps what you are passionate about, what your educational goals are, and if there was one trigger in your life that propelled you to return to school.

b. Share what you learned about yourself from Maslow’s Hierarchy (where you are on the pyramid).

a. Share what you learned about yourself from the left or right brain test:
   1. Are you left or right brain preference?
   2. Did you agree with the test?
   3. Include a brief example from your life to support your discovery.
Discussion Question 2: Transcending

Due: Sunday Night

Your weekly discussion posts should be at least a paragraph (50-100 words) for each topic listed. Respond to others so they will respond to you and keep the discussion going.

Learning Objective:

- Identifying and remembering the Antioch curse.
- Discovering if your brain preference is left or right hemisphere dominant.
- Understanding attribution and inference theories.

Discussion Requirements:

a. Remembering the professor in The Twilight Zone episode, label where you think the professor is on the Maslow Pyramid. Identify if you think he is left or right brained. Explain.

b. Doris Lessing never refers to the title of her book--what “prisons” is she talking about; why does she say we “choose” to live inside them?

c. Recalling the Human Behavior Experiment YouTube, put into your own words what you think is the main point of the compilation of occurrences?

d. Considering attribution theory and how we look for explanations of the behavior we see in the world-- select either one of the readings or videos from this week and explain how it may be interpreted as an example of attribution theory.

e. The television show The Twilight Zone revealed Antioch's history; Doris Lessing created a lecture series to discuss how to look at the world through new eyes. Editors put together the DVD story combination in the Human Behavior Experiment to discuss and demonstrate why humans commit unethical acts under particular social conditions. Each of these works was created, not just recorded by a news reporter's camera. According to the Creative Spirit, "Anxiety is the Handmaiden of Creativity. But it's the recognition of the fear and the willingness to engage it that matters" (p. 44-45). Discuss—how can you liberate the creative spirit within you and apply it to whatever you do?
Extra Credit

Meanwhile back in the Desert . . . .

**Extra Credit Journal:** Use this optional discussion forum to reflect on, “What I learned about myself so far during Week 1”.

*Remember this is extra credit:* Journaling earns you 5 points per week for journaling your experience. To count, the journal entry must be at least 100 words in length. There are 35 points available over 7 weeks. You’re welcome (even encouraged) to respond to your classmate’s journal entries, but extra credit is only awarded based on your own weekly journal entry.
**Free Birdseed**

**Free Birdseed**

- **Read:** *Left Brain Right Brain: Perspectives from Cognitive Neuroscience* by Sally P Springer and Georg Deutsch fifth edition (pp. 292-310)
- **Read:** *How We Know What Isn’t So: The Fallibility of Human Reason in Everyday Life* by Thomas Gilovick (pp. 1-6)
- **Read:** *The Book-- The Lucifer Effect: Understanding How Good People Turn Evil* By Philip Zimbardo

- **Watch:** *The Stanford Prison Experiment* (Documentary) (29.01 min)
  This was in the 1970's when a test was done by telling people that they were either prison guards or prisoners.
- **Read:** The book -- *Lord of the Flies* by William Golding
- **Read:** The book --- *Rules for Writers* online OR
  Don't have this resource yet? Type into a search engine *Research and Documentation Online 5th Edition—Bedford/St. Martin’s*. Click on APA list of references. Or click on http://bcs.bedfordstmartins.com/resdoc5e/ (Click on the Social Sciences dropdown menu for APA in-text citations, list of references, manuscript formatting, and sample papers).
- **Read:** The Book: *Keep Your Brain Alive: 83 Neurobic Exercises to Help Prevent Memory Loss and Increase Mental Fitness* by Lawrence Katz and Manning Rubin. Consider this exercise from the book:
  
  **Do:** Read aloud; when we read aloud or listen to someone reading, we use different brain circuits than when reading silently; listening activates two distinct areas in the left and right hemispheres; speaking activates the motor cortex of both sides of the brain; looking at words activates one area of the cortex in the left hemisphere.

**Week 1 Wrap-Up**

**Work Ahead, not behind!**

Our mascot, Wile E. Coyote says, "Work ahead, not behind!" and get an early start on next week’s reading.

**Need a Smile?**

Open up YouTube ([http://www.youtube.com](http://www.youtube.com)) and type: “Wile E Coyote Super Genius”

**Watch, Enjoy, and Embrace the Creative Spirit!**
Week 2: Liberating and Applying the Creative Spirit Within You

Introduction

This second week you will examine Howard Gardner's theory of multiple intelligences while simultaneously applying Deborah Sunbeck's Infinity Walk. Although some argue that Gardner should have used the words "aptitudes," "skills", "talents," or "strengths" instead of "intelligences," we will simply refer to them as "modalities" in recognition that people may have different aptitudes, skills, talents, and strengths. Therefore, you start this week by finding your own personal strengths, and then while reading Gardner--take part in Debra Sunbeck's Infinity Walk where you discover that you may use your body as a sophisticated neural networking tool to increase your natural abilities.

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<td>Discussion 2: Wile E. Coyote Genius-- Infinity Walk</td>
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Objectives

At the end of this lesson, you should be:

1. Applying Howard Gardner's lens on modalities personally.
2. Utilizing Deborah Sunbeck's Infinity Walk in order to use your body as a sophisticated neural networking tool to increase your natural ability and to upgrade your motor complexity.
3. Understanding how each modality can be strengthened through the Infinity Walk
4. Identify how the Infinity Walk is unique for each modality.
**Readings:**

*Note:* these readings are required for completing assignment 1. You will be first testing yourself then reading Gardner and outlining, then reading Sunbeck and doing the specific Infinity Walks for each modality (making notes on how they differ). Please complete the readings, the outlining, and the infinity walks with notes in the order provided below. (Please note that you may want to print some of these pages in order to complete this reading in the order provided.)

**Howard Gardner:**

1. **Read online** — Howard Gardner Multiple Intelligence Test
   Test your aptitude/skill/talent and record your scores. This test is four pages that you will need to print to take. For ease of analyzing, remember to put your Y (yes) or N (no) only in the white spaces, not the colored spaces. When you are finished, add up your yes and no responses for each of the modalities: Linguistic/Verbal, Logical/Mathematical, Musical, Spatial/Visual, Bodily/Kinesthetic, Intrapersonal, Interpersonal, Naturalist, and Existential.

   Please either type in a search engine the following or click on to:
   [pdf] Howard Gardner Multiple Intelligence--test wsx
   http://wsx.sdb.k12.wi.us/sites/GT/Gifted%20and%20Talented%20Documents/Multiple%20Intelligence%20Survey.pdf

2. **Read online** — Howard Gardner: “In a Nutshell” – Multiple Intelligences: New Horizons
   When you understand your strengths, you may combine them to build even greater ones. When you understand your weaknesses, you may strengthen them and turn those weaknesses into personal strengths. This reading illustrates how learning may happen through being physical, as opposed to only reading or listening to lectures.

   **Start with Chapter 1 “In a Nutshell” Introduction on page 5 stopping at “Musical Intelligence” on page 12.** (Note: There are a total of 31 pages, and it might be easier to simply print these pages since you will need to flip between the Gardner and Sunbeck readings as you go through the listed reading assignments below in the order suggested.)

   Please either type in a search engine to go to Gardner’s homepage or click on the link provided:
   - Howard Gardner homepage http://howardgardner.com/
   - At the top of that page click on Multiple Intelligences
   - In the middle of that page click on the “PDF” in “In a Nutshell” – Multiple Intelligences: New Horizons (PDF)

   Or click on: http://howardgardner01.files.wordpress.com/2012/06/in-a-nutshell-minh.pdf (read pages 5-12 as mentioned above)
Deborah Sunbeck:

3. **Read** Deborah Sunbeck—*Infinity Walk* pp. 123-126 and half of 130. **STOP IN MIDDLE OF PAGE** 130. Do the Infinity Walk as instructed on page 130 under "Pre-Test for the body/Kinesthetic Foundation of Infinity Walk."

Do not continue reading anything else until you have done the walk on page 130.

The Infinity Walk method is used for all models of learning—developmental, remedial, and accelerated/gifted learning. Adding multi-tasking activities train your mind for academic and life success. Students who possess the bodily-kinesthetic modality have the ability to work skillfully with objects involving both fine and gross motor skills. They are characterized by a well-developed sense of balance and motor control. In addition, they are skillful at translating intention into action. These students learn best by doing.

**Do after you have done the walk on page 130, read-and-do the next 7 items together**

4. **Musical:**
   b. **Read** Sunbeck Musical pp. 155-159 and do the Infinity Walk for Musical as described. Make a note on your outline how this Infinity Walk is different from the basic walk.

5. **Body Kinesthetic:**
   b. **Read** Sunbeck Bodily Kinesthetic pp. 130-132. You have already done the Infinity Walk for Body/Kinesthetic as described in the text. Make a note on your outline how this Infinity Walk is different from the other walks.

6. **Logical Mathematical:**
   a. **Read** Gardner Logical Mathematical pp. 15-16 from 'Howard Gardner: "In a Nutshell" – Multiple Intelligences: New Horizons’ and outline as instructed in Assignment 1.
   b. **Read** Sunbeck Logical Mathematical pp. 165-172 and do the Infinity Walk for Logical/Mathematical as described in the text. Make a note on your outline how this Infinity Walk is different from the other walks.

7. **Linguistics:**
   b. **Read** Sunbeck Linguistics (writers) pp. 148-155 and do the Infinity Walk for Linguistics as described in the text. Make a note on your outline how this Infinity Walk is different from the other walks.

8. **Spatial:**
b. **Read** Sunbeck Spatial 143-148 and do the Infinity Walk for Spatial as described in the text. Make a note on your outline how this Infinity Walk if different from the other walks.

9. **Interpersonal:**
   b. **Read** Sunbeck Interpersonal pp. 160-165. Make a note on your outline how this Infinity Walk if different from the other walks.

10. **Intrapersonal:**
    b. **Read** Sunbeck Intrapersonal pp. 173-178
        Incorporate this information into your daily Infinity Walk. Make a note on your outline how this Infinity Walk if different from the other walks.
Assignment 1: Understanding Learning Strengths

Learning Objective:
- Applying Howard Gardner's lens on modalities personally.
- Identify how the Infinity Walk is unique for each modality.

Assignment Requirements:

Demonstrate your understanding of each of the modalities (Kinesthetic, Linguistic, Musical, Logical, Spatial, Interpersonal, and Intrapersonal) using what you learned from Rules for Writers. (Although briefly mentioned, we will not be covering the newer Naturalist, and Existential modalities but feel free to do so on your own as they are fascinating.)

a. Write a brief outline for each of the seven learning strengths (Musical, Kinesthetic, Logical, Linguistic, Spatial, Interpersonal, and Intrapersonal) using what you learned from Rules for Writers pp. 70-83 on how to write about texts.

b. For each modality, start at the top of the page with a brief statement explaining the modality. Write your outline. Include your note on how each Infinity Walk is unique to that modality. End the page with a paragraph of your personal reaction/reflection of that specific modality tying the reading into your life or world today.

c. Your final paragraph is a brief reflection on the newly identified modalities.

This assignment should consist of one full page per modality for a total of seven pages. It may be double spaced Times New Roman with one inch margins. However, if need be, you may single space but do not go over one page per modality. Your reaction/reflection for each modality should be written in past tense according to APA standards. (Example: Howard Gardner stated, declared, confirmed, said, or discussed.) Please note that all writing assignments in this course should be written using APA style guidelines (see your Rules for Writers guide pp. 534-595).

Submission Requirements:
Submit to the Assignment Dropbox by Sunday night. Evaluation of the work will be based on the following rubric:

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<th>Category</th>
<th>Requirement</th>
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<th>Evaluation</th>
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<tbody>
<tr>
<td>Modality Explanation</td>
<td>All seven modalities were well written and explained effectively.</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Infinity Walk</td>
<td>Students explained how the Infinity Walk is unique for each modality.</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Outline</td>
<td>Outlines for all seven modalities were well written and accurately described each modality.</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Personal Reaction</td>
<td>Personal Reaction/Reflection was well written and appropriately tied the reading into the student’s life.</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Rules for Writers</td>
<td>Student writing reflected understanding of <em>Rules for Writers</em> reading.</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Formatting, Spelling &amp; Grammar</td>
<td>Students followed the prescribed assignment format.</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Seven separate Modalities Outlined (1 page per modality, total seven pages)</td>
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<td></td>
</tr>
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<td></td>
<td>• Written in Past Tense</td>
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<td></td>
<td>• Accurate Spelling and Grammar</td>
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<td>• APA Formatting</td>
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</tbody>
</table>
**Discussion Question 1: Modality Application and Infinity Walk**

**Due:** Wednesday Night

**Reminder:** Your weekly discussion posts should be at least a paragraph (50-100 words) for each topic listed. Respond to others so they will respond to you and keep the discussion going.

**Learning Objectives:**
- Applying Howard Gardner's lens on modalities personally.
- Utilizing Deborah Sunbeck's Infinity Walk in order to use your body as a sophisticated neural networking tool to increase your natural ability and upgrade your motor complexity.

**Discussion Requirements:**

a. Share what you discovered is your strongest and weakest modalities. Any surprises?

b. Examine and compare what it felt like to do the Infinity Walk with your strongest modality to when you did the Infinity Walk of your weakest modality.
Discussion Question 2: Wile E. Coyote Genius-- Infinity Walk

Due: Sunday Night

Reminder: Your weekly discussion posts should be at least a paragraph (50-100 words) for each topic listed. Respond to others so they will respond to you and keep the discussion going.

Learning Objective:

- Utilizing Deborah Sunbeck's Infinity Walk in order to use your body as a sophisticated neural networking tool to increase your natural ability and upgrade your motor complexity.

Discussion Requirement:

Note on page 8 that Howard Gardner asks you to suspend “for a moment the usual judgment of what constitutes intelligence, and let your thoughts run freely. . . .”

Then, he gave you a thought experiment where “you are the proverbial visitor from Mars watching a brilliant chess player, violinist, and a champion athlete.” He asked if these people are intelligent and if they are, why do our test of intelligence fail to identify them?

Allowing your thoughts to run freely, imagine you are Wile E. Coyote Genius doing the Infinity Walk. Write a 50-100 word reflection about the experience of walking either your strongest or weakest modality Infinity Walk.

Reflections are subjective and reflect your interpretation and judgment of what message the authors Howard Gardner and Deborah Sunbeck were conveying.
Extra Credit

Meanwhile back in the Desert . . . .

Extra Credit Journal: Use this optional discussion forum to reflect on, “What I learned about my own body smarts this week “

Remember this is extra credit: Journaling earns you 5 points per week for journaling your experience. To count, the journal entry must be at least 100 words in length. There are 35 points available over 7 weeks. You’re welcome (even encouraged) to respond to your classmate’s journal entries, but extra credit is only awarded based on your own weekly journal entry.
Read: Wile E. Coyote and the Road runner in *The Creative Spirit* "Language and Space" pp. 93-94

Read: Here is a brief synopsis of the modalities from another point of view. *The Creative Spirit* "Intelligence: A revolutionary View [about] The Seven Intelligences" pp. 72-80

Read Gardner's: "A Critique of the Theory of Multiple Intelligences" in Part 11 in *Frames of Mind*

Read: More about Howard Gardner, his photo, and his life:
infed.org Howard Gardner, multiple intelligences and education

Read: The Book---Multiple Intelligences Around the World by Jie-Qi Chen, Seana Moran, Howard Gardner editors

Read: The Book---Ecological Intelligence by Daniel Goleman (also one of the authors of *The Creative Spirit*)

Read: The Book---Emotional Intelligence by Daniel Goleman

Read: Another Multiple Intelligence—aptitudes, skills, talent test
Multiple Intelligences Assessment: Find Your Strengths--Literacy
http://www.literacyworks.org/mi/assessment/findyourstrengths.html

Read: Rules for Writers online. (Don't have this resource yet? Type into a search engine Research and Documentation Online 5th Edition---Bedford/St. Martin's. Click on APA list of references.) Or click on http://bcs.bedfordstmartins.com/resdoc5e/ (Click on the Social Sciences – Documenting Sources dropdown menu and find APA in-text citations, APA list of references, APA manuscript formatting, and sample papers).

Watch: Infinity Walk short YouTubes (You will Need Real Player) Educational Resources---Infinity walk
http://www.infinitywalk.org/Education/Resources.htm
  o Click on Ballerina Infinity Walking with Concentrated Grace (21 seconds)
  o Click on Rap Composer/performer add His Talents to Infinity Walking (19 seconds)
  o Click on Infinity Walk Neural Priming of the Brain Hemispheres (6 seconds)

Watch: The DVD---*The Complete Infinity Walk Book 1: The Physical Self* from the Leonardo Foundation Press (the entire DVD is available for purchase)
Practice
Practice the infinity walk every day. Start adding the advanced items listed on pp. 138-142 each day. When the weather is nice, create a large figure eight to walk in the yard for fun.

Need a Smile?
Open up YouTube (http://www.youtube.com) and type: “Wile E Coyote: I Believe I Can Fly”

Watch, Enjoy, and Embrace the Creative Spirit!
Week 3: Evaluating Your Research

Introduction:
This week your instructor will add you to a small group and you will begin your research Project Paper. You will remain in these small groups through next week as you work to complete your Project Paper. Your Project Paper is a two week assignment; this week you will select your topic, do your research, and start writing your paper. Next week you will be reviewing each other’s papers as part of your small group and then be required to submit the final Project Paper.

Due this week:

<table>
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<tr>
<th>Homework</th>
<th>Due</th>
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<td>Assignment 1: My Current Research Process</td>
<td>Wednesday Night</td>
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<td>Small Group Discussion 1: Reserving My Topic</td>
<td>Wednesday Night</td>
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<td>Assignment 2: Project Paper (Preliminary Resource List)</td>
<td>Sunday Night</td>
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<td>Small Group Discussion 2: Peer Evaluating Research</td>
<td>Sunday Night</td>
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Remember: Your weekly discussion posts should be at least a paragraph (50-100 words) for each topic listed. Respond to others so they will respond to you and keep the discussion going. You’re expected to login to your course regularly and participates in discussion forums a few times a day, at least 4 days a week. Please review your syllabus where you will find the full rubric which will be used to evaluate your Discussion and Participation in the class.

Objectives:
At the end of this lesson you should be:

- Practicing critical thinking throughout the research process.
- Applying APA style to course writings.
Readings:

Please note you will need to read the following resources before completing Assignment 2.

Library

1. Read: Antioch library Print Tutorials.

   Read through the Print Tutorials. You may use the peer-reviewed library resources and links to resources, which unlike the Internet, are narrowed to what you need, not what is popular culture. Visiting the site, you will find a tutorial on how to make the best use of the available resources. Using the library databases will help you swiftly locate appropriate peer-reviewed scholarly information for your research papers and projects. You will use this skill throughout your education at Antioch University.

Virtual Writing Center:

2. Read: Antioch Virtual Writing Center’s (VCW)

   Read through the Writing Center Resources: want to learn new strategies for moving from topic to thesis? Discover new ways to think about sentence writing? Remind yourself of the difference between a literature review and a research paper? Want to brush up on punctuation? The VWC offers a wide variety of online resources and activities for you to explore.

   You may also send your papers to the VCW; this is a free service for help with your papers. People have trouble reading their own work with a critical eye as you tend to think you know what you wrote when perhaps others may not think it is as clear. This service is able to help even the best of writers write even better. Since Antioch University is a writing intensive intuition, mastering this skill early will help you throughout your entire degree program.

   Please note that next week you will be offered a chance for extra credit if you have your paper ready to submit to the VCW by Wednesday night.
**Assignment 1: My Current Research Process**

**Learning Objective:**
- Practicing critical thinking throughout the research process

**Assignment Requirements:**

State your usual process for conducting online research. Think purely about how you have approached research in the past.

Write one or two paragraphs that identify the typical process of how you usually conduct online research. Be honest. There is no right or wrong answer. This is to help you understand how your mind works, realize habits, and allow you to improve your processes as you continue learning. As you reflect on your current process consider the following:
- Do you start with Google or some other search engine?
- Do you physically go to a library?
- If, for instance, you were going to research “cats,” what key words would you use? Or, would you use key words? Think this through.

**Submission Requirements**

Submit to the Assignment Dropbox by Wednesday night. Evaluation of this assignment is Pass/Fail based purely on your participation and Wednesday night submission.
Small Group Discussion 1: Reserving My Topic

Due: Wednesday Night

Learning Objectives:
- Practicing critical thinking throughout the research process.

Discussion Requirements:

This is the first step to a research project paper that will be due next week. Throughout this process you will be selecting a learning theorist to research, writing a 2,000-2,225 word Project Paper to understand the foundations of a specific learning theory, practicing the process of evaluating and peer-reviewing your research, and then applying that knowledge to your education today. The research process will take place this week and next as part of a small group where you will discuss and evaluate your research material and your project paper.

The first step is to select a learning theorist to research. Each member of the group must select a different theorist from the list below. Selection will take place on a first come, first serve basis. That means you may not choose a theorist already selected by another member of your small group. So review quickly which ones are already chosen by members of your group and be certain to choose something else.

Select a theorist from the list below, based on the above requirements, and post it to the small group discussion area so the rest of your group can see who you have chosen.

Individual Theorists:
- Albert Bandura--Social Cognitive Theory
- Erik Erikson--Psychosocial Theory
- Carol Gilligan--Moral Development Theory
- Lawrence Kohlberg--Stages of Moral Development
- Carl Rogers--Personality Development
- Jean Piaget--Cognitive-Development Theory
- B.F. Skinner--Social Learning Theory
- Margaret Mead--Social Change
- Lev Vygotsky--Social Development Theory
Assignment 2: Project Paper (Preliminary Resource List)

Learning Objective:
- Practicing critical thinking throughout the research process
- Applying APA style to course writings.

Assignment Requirements:
You will research and write a 2,000-2,225 word Project Paper. The purpose of the paper is to understand the foundations of a learning theory, to understand the importance of peer-reviewed research, and to understand how to apply that knowledge to your education today. Therefore, you will report what you find in your online research and reflect on those findings in your paper. This paper must be in APA format as described in the Rules for Writers 7th Edition (pp. 533-595). Please include an APA Reference page at the end of your paper (see Rules for Writers page 593 for how this page must look).

Before you start your research make sure you have completed the following:

- **Select** a topic. (This should have been completed in Small Group Discussion 1)
- **Review** Library information as directed in this week’s reading.
- **Review** Writing Center information as directed in this week’s reading.

1. **Start** your research and **Create** a Preliminary Resource list of no less than five possible online resources. **Submit** that Preliminary Resource list to the Assignment Dropbox by Sunday night. **Note: this list is not in stone and may be altered as you continue your research.**

2. **Make sure your** Preliminary Resource list is appropriately evaluated using the ABC’s of Website Evaluation. You will be working as a group in Small Group Discussion 2: Peer Evaluating Research to appropriately evaluate your research. Upon completion you must be able to answer “yes” to each item listed in the evaluation list.

3. **Start writing your Project Paper now** to allow time for peer-review, Writing Center review, revisions, and turning your paper in on time next week. **Make sure you understand the Learning Theory Project Paper requirements (, ) and get an early start.**

Submission Requirements
Submit preliminary resources list to the Assignment Dropbox by Sunday night. Evaluation of this assignment is Pass/Fail based purely on your participation and Sunday night submission.
Small Group Discussion 2: Peer Evaluating Research

Due: Sunday Night

Learning Objectives:
- Practicing critical thinking and applied learning through peer reviewed research.

Discussion Requirements:

Include a list of your Preliminary Resource list that you plan to use for Project Paper in this small group discussion forum. Work as a team and evaluate each other’s Preliminary Resource list using the ABC’s of Website Evaluation. You should be reviewing your group member’s resources and explaining if you think they can answer yes to every item on the evaluation list. If yes, explain why any given resource meets the requirements; if no, explain why any given resource does not meet the requirements.

ABC’s of Website Evaluation

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<tr>
<th>ABC’s</th>
<th>Evaluation</th>
<th>Can you answer Yes?</th>
</tr>
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<tbody>
<tr>
<td><strong>Authority</strong></td>
<td>- Who is the author of this content? &lt;br&gt;- What are this author’s credentials? &lt;br&gt;- What are the author’s affiliations?</td>
<td>☐ I am certain the author is qualified to write this content. &lt;br&gt;☐ I have researched the author’s background.</td>
</tr>
<tr>
<td><strong>Bias</strong></td>
<td>- Is this information objective? &lt;br&gt;- What is its purpose? &lt;br&gt;- Does it reference any other experts? &lt;br&gt;- What opinions, if any, are expressed?</td>
<td>☐ I am comfortable with the author’s objectivity. &lt;br&gt;☐ I feel the author has appropriately consulted or referenced other experts in the field.</td>
</tr>
<tr>
<td><strong>Currency</strong></td>
<td>- When was this information published? &lt;br&gt;- Has it been continually updated? &lt;br&gt;- Does the site contain any broken links?</td>
<td>☐ I found the publishing date for this content. &lt;br&gt;☐ I can see that the information current and updated regularly.</td>
</tr>
<tr>
<td><strong>Domain</strong></td>
<td>- What kind of domain hosts this content? .edu = educational .gov = government .mil = military .com = commercial .org = organization .biz = business &lt;br&gt;- Does this domain appropriately support my research?</td>
<td>☐ I located the domain under which the content exists. &lt;br&gt;☐ I find the domain to appropriately represent my research needs.</td>
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Extra Credit

Meanwhile back in the Desert . . . .

**Extra Credit Journal:** Use this optional discussion forum to reflect on, “How is my academic evaluated and peer reviewed research different from my usual Google searches?”

Remember this is extra credit: Journaling earns you 5 points per week for journaling your experience. To count, the journal entry must be at least 100 words in length. There are 35 points available over 7 weeks. You’re welcome (even encouraged) to respond to your classmate’s journal entries, but extra credit is only awarded based on your own weekly journal Entry.
**Free Birdseed/Extra Credit**

**Free Birdseed**

- **Read:** The Book: *Keep Your Brain Alive: 83 Neurobic Exercises to Help Prevent Memory Loss and Increase Mental Fitness* by Lawrence Katz and Manning Rubin. Consider this exercise from the book:
  
  **Do:** Shower with your eyes closed.

**Week 3 Wrap-Up**

**Practice**

Continue practicing the Infinity Walk every day and adding the advanced items listed on pp. 138-142. Once you are comfortable, you might want to share this experience with your significant other and friends.

**Small Group**

Remember, your small group needs you—get in there and evaluate and peer review their research so they can send their work to the Writing Center and get it turned in on time during Week 4.

**Need a Smile?**

Open up YouTube (http://www.youtube.com) and type:
"Road Runner and wile E. Coyote: Camo Coyote"

*Watch, Enjoy, and Embrace the Creative Spirit!*