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or by appointment

**Inclusion Statement:**

I affirm the right of every student to a safe, supportive environment for learning and living, and pledge to cultivate such an environment in and out of the classroom, in accord with the college's Core Values, Community Expectations and Diversity and Inclusion Statement. I stand in unequivocal condemnation of all statements—explicit or implicit, national or local—that aim to marginalize, denigrate, or intimidate individuals, especially when based on race, gender, sexuality, disability, religion, or other protected identity categories.

**First Year Seminar**

This course includes both an academic component and a student success component. The academic component is taught by Kara Beauchamp, and the student success component is taught by Jodi Schaffer. The academic component will contribute to 80% of your course grade and the student success component will contribute to 20% of your course grade.

**Student Success Component :**

The student success component of your FYS extends beyond the first block, to encompass activities and reflection assignments throughout Blocks 1, 2, and 3. Block 1 focuses on time management with an emphasis on helping you manage their academic responsibilities, campus involvement, and personal wellbeing. Block 2 emphasizes civil discourse and intercultural literacy. Block 3 focuses on academic planning and future opportunities.

Activity participation and reflection assignments will be evaluated by your FYS success instructor. You and your academic advisor will be informed of your preliminary, in-progress grade (based on the academic component of the course and not the student success assignments) at the end of Block 1 and you will receive your final comprehensive grade at the end of Block 3.

**Academic Course Topic:**

This course focuses on the interaction between Energy and Society. We will address the question, “What is the world’s energy use like right now, and what does that energy use make possible?” In answering that question, we will also address the question “to what extent does our standard of living depend on our energy consumption?” These questions lead us to discuss what energy is, where it comes from, and also what the impacts of energy use are on ourselves, our environment, and our society. These questions also lead us to investigate the connection between the production and use of energy and the standard of living of people not just in the U.S., but also around the world.

**Academic Goals:**

This course serves the dual purpose of (i) introducing you to academic topics within the context of the liberal arts and (ii) introducing you to the academic life of Cornell College. You will be expected to master the concepts and academic vocabulary involved in the connection between energy and society; however, the goals of the course are broader than this content alone.

By completing the work assigned in this course, students will:

- develop a deeper understanding of the learning process
- become aware of the resources available to them that will help them construct a successful future at Cornell
- understand many of the impacts, positive and negative, of energy on society
- draw conclusions based on quantitative information
- develop critical thinking, oral communication, and writing skills that demonstrate an ability to understand and analyze the connection between standard of living and energy, as well as an ability to apply these skills to their lives and the world around them.

This course supports the *Educational Priorities and Outcomes* (EPO's) of Cornell College with emphases on knowledge, inquiry, reasoning, communication, and intercultural literacy. By doing the work in this class, you will gain guided practice in:

- critical reading
- discussion
- presentations
- writing
- quantitative reasoning

### **Academic Component Assignments:**

Your grade will be determined by the number of points you accumulate. The total possible number of points for the academic component of this class is 800.

Energy Quizzes (60 pts) Three quizzes on energy concepts will be given. The quizzes will be given on Wednesday, Aug 29, Thursday, Sept 6, and Friday, Sept 14. They will cover the same content, and will be worth 10 pts, 20 pts, and 30 pts, respectively. [Supports the Knowledge EPO, by developing your understanding of the course topic.]

Class Participation (120 pts) Almost every day is worth 10 points in class participation. Most often, we will discuss your homework readings, but we will also engage in other activities, including data collection and calculations of energy quantities. [Supports the Communication EPO, giving you practice in engaging with others in productive dialog, through listening and speaking. Supports the Reasoning EPO, giving you opportunities to evaluate evidence and use mathematical problem solving tools.]

Homework (120 pts) You will be assigned reading and questions on the reading almost every evening. I will assign points for your responses based on my evaluation of whether or not you made an effort in your response. You may discuss your responses with classmates as you work on them, but you must write the responses in your own words. You will receive zero points for responses that are identical (or nearly identical) to another student's response. [Supports the Inquiry EPO, by asking you to reflect on complex contemporary issues. Supports the Communication EPO, by giving you practice in reading a variety of texts and writing responses to the texts]

Standard of Living Paper (100 points) The full assignment description will be available on Moodle. The first paper is due Wednesday, September 5, at 9 am. [Supports the Inquiry EPO, by asking you to reflect on complex contemporary issues. Supports the Communication EPO, by giving you practice in expressing your ideas clearly through writing]

Country Comparisons Project (100 points) The full assignment description will be available on Moodle.

Part 1. Participate in gathering data about the U.S. Present the data that you gathered on Monday, Sept 3. [30 pts]

Part 2. Work in a group to collect information about either Brazil, Russia, India, or China. Make a group presentation on Monday, Sept 10, based on the information your group gathered. [70 pts]  
[Supports the Intercultural Literacy EPO, by asking you to examine the standard of living of people in major countries around the world.]

Final Project (250 points) The full assignment description will be available on Moodle.

You will choose between two types of projects. Both types of project require a brief proposal, a presentation, and a paper.

Option 1: The project will analyze a particular application of a particular fossil fuel, examining the impacts of the fossil fuel and a particular alternative to the fossil fuel.

Option 2: The project will analyze standards of living and energy production and consumption of another country in the world, comparing the country to the U.S. and to another major country in the world.

[Supports the Inquiry EPO, by asking you to analyze a complex contemporary issue. Supports the Communication EPO, by giving you practice in expressing your ideas clearly through writing and speaking.]

Final Reflections (50 points)

On the final day of class, Wednesday, Sept 19, you will write an in-class essay reflecting on the topic of the class, Energy and Society. The reflection prompt will be provided in advance. [Supports the Knowledge EPO, by asking you to integrate and apply ideas you learned in this course.]

### **Student Success Assignments:**

You will find the Student Success Assignments on the Student Success Moodle page.

**ALL** of the following criteria must be met for each assignment in order to earn full credit (4 points):

- Attendance at associated meetings and activities
- Thorough and in-depth reflection on all but one question. All questions must be addressed at more than a minimal level.
- The quality of writing does not limit understanding of the reflection.
- Answers are complete sentences and make sense without reading the question.

If any **ONE** of the following criteria is met, then the assignment earns minimal credit (1 point).

- Inattentive or disruptive attendance (being late, not paying attention or not listening to others, talking to neighbors, sleeping, texting, rude comments, etc)
- One or more of the responses does not or only minimally addresses the question
- The quality of writing limits the reader's ability to understand the reflection
- Answers are not complete sentences or do not make sense without reading the question first.

Assignments falling in between these criteria will earn partial credit (2 points)

Failing to attend or failing to submit a reflection results in no credit (0 points).

See Assignment Rubrics for more details.

Without either prior approval or evidence of a serious emergency: late student success assignments will not be accepted. If an extension is needed, please consult with your FYS success instructor prior to the assignment deadline.

### **Options for Revising Student Success Assignments**

Student may revise up to 3 assignments for which they did not receive full credit. Assignments from Block 3 are not eligible for revision.

For each revised assignment, the following must be completed:

- Students must have attended the relevant activities, participated appropriately, and submitted an initial assignment on time (or if given an extension, by the agreed upon deadline).
- Students must either work with a writing consultant or attend a writing studio workshop on revising their reflection.
- Students must review the rubric and comments provided by the FYS success instructor, make the relevant changes, and submit both a revised reflection and an overview of the revision indicating in bullet points how they addressed each of the concerns raised in the rubric and comments.
- Revisions must be submitted via Moodle within one week of the return of the assignment.

### **Academic Advice:**

**Student Responsibility:** Each of us comes into this class with our own backgrounds and interests, which may vary widely. What we share, at the very least, is that we all inhabit the only planet we know of that supports life, and that we all currently live in one of the wealthiest societies that has ever existed on this planet. What I ask you to bring to this course is a willingness to both share your perspective with the rest of us and to question your own perspective.

As a student at a liberal arts college, you are responsible for your own engagement in the academic conversation. This means being a prepared and active participant. This includes reading the syllabus and all the assigned material, but more importantly, this means thinking critically, asking questions, coming to class having formulated your own ideas and responses to the course material, and engaging in dialogue with others. If you do not understand a topic of discussion, an assignment, a grade, or have any other questions or concerns, please come and talk with me.

**Required Reading:** Required course readings will be provided on the course Moodle page. You should print the reading before you read it and read the printed copy. This will allow you to annotate your reading. Bring the printed copy to class so that you can refer to it during class.

**Writing:** Communicating in writing will be very important to your time in college, but also to work that you do after college. Employers expect their employees to be able to “articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.”\* The two best ways for anyone to improve their writing are to spend time reading, and to spend time writing. We will do both in this course. Your homework will consist of both reading assignments and writing assignments. In class, we will discuss the readings and you will complete writing exercises.

**Quantitative Reasoning:** The study of energy involves numbers and units – lots of different units. In order to make sense of the numbers and the units involved in the study of energy, we will work with them. To make our work as easy as possible, we will use spreadsheets to make calculations. Thinking clearly and confidently about numbers is a skill that you will use throughout your life.

Using spreadsheets addresses another employer expectation – being about to “leverage existing digital technologies to ethically and efficiently to solve problems, complete tasks, and accomplish goals.” (<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/> )

**Class Discussions:** The classroom is a space for learning together. You should be respectful of your professor and your classmates. To participate in this class, you need to be an informed participant—your comments should be related to the course material and should add to the topic being discussed. You also need to listen to each other--which requires patience, empathy, and mutual respect. You should be willing to share your ideas and be open to opposing perspectives. It is possible to disagree and still interact respectfully. Listening carefully, asking questions, and responding to what people have said all demonstrate respectful engagement.

To participate productively in class discussions, you must:

Read the assignment. The entire class suffers if even a few people haven't completed the reading. No one can participate without having done the reading. In this class, reading means going over the material several times.

Listen carefully. Rather than anticipating your response to a speaker's point and working out in advance how you want to reply, listen to all of what members of the class are saying; reflect on their words and then formulate a response. You might consider what other members of the class are not saying as well as what they are saying.

Speak constructively. A discussion is not a time for speech-making. Craft your remarks so that they help the entire class move forward in its search for meaning. If you tend to be quite comfortable speaking in groups, you may need at times to restrain yourself and give others a chance to speak. Conversely, if you are quite shy, you will need to find ways of speaking up. Most importantly, you need to be willing to share what you think and be open to opposing viewpoints. This means both critically evaluating what your classmates say, and voicing those criticisms clearly but respectfully. It is possible to disagree with someone and still respect that person. Showing support of the class by listening carefully, asking questions of class members, responding to what people have said and expressing appreciation of others' views all demonstrate respect and will help form an environment where all members feel comfortable voicing their views. At the same time, inattention, frequent yawning, sleeping, hiding under a hat or behind a computer screen, talking to neighbors or rude responses show a lack of respect for members of the class and your own intellect.

**Asking for Help:** Please ask me for help when you need it. You may need the answer to a specific question, or you may find yourself struggling with a larger issue in the class. I am happy to work with you on small and large issues. I like to talk to students outside of class. To get in contact with me, you can see me at the end class, e-mail me, call me in my office, or stop by my office. I can talk to you during class when students are working on activities, right after class, during my office hours, or any other time that works for both of us. I will check my e-mail around 8 pm each evening as well, so for less urgent questions in the evening you can e-mail me.

**Getting More Help:** Cornell College has a Center for Teaching and Learning, located on the third floor of Cole Library. This center provides drop-in support for writing, quantitative work, and technology. I strongly encourage you to utilize the support of Jennifer Haigh and other consultants in the Writing Studio; Brooke Bergantzel in the Academic Media Studio; Amy Gullen, Science Consulting Librarian; and Jessica Johanningmeier, the Quantitative Reasoning Consultant. These individuals and offices can provide both basic help as well as advanced guidance to help polish your research, writing, and presentation skills. Please use the resources available at the center.

## **Class Policies:**

**Work Expectations:** According to the US Department of Education, in order to receive credit for with a block course (which is equivalent to a 4 semester-hour course), a student is expected to spend at least 150 hours on coursework. This includes both in-class and out-of-class time. We will spend 3-4 hours each day in class. That means that you should spend 3.5 – 4 hours a day on coursework outside of class time every day, including weekend days.

**Attendance:** I expect you to attend class and I will keep a record of absences. Missing class will be detrimental to your grade. If you must be away for a class (for a sports team event, for instance) you must, by 9 am on the second day of class, e-mail me the dates and times of your planned absences along with the reasons for them, and you must talk to me about how you can make up the material that you will miss. If you miss class unexpectedly (you become sick, for instance) I expect a brief e-mail message, explaining your absence, and you must talk to me about how you can make up the material you missed.

**Late Work:** Without either prior approval or evidence of a serious emergency, late work will not be accepted for full credit. Classroom presentations may not be made-up and other late work will be penalized. If an extension is needed, please consult with me prior to the assignment deadline.

**Computers:** Please bring your computer to class every day. They will be useful for work we do in class. However, computers may be used only for specific activities which I designate. Otherwise they must remain shut.

**Cell phones** or other electronic devices cannot be used in the classroom, even during breaks.

**Hats and scarves:** Hats and scarves are not a problem unless you use them to hide behind. You should present yourself in such a way as to be able to make eye contact with everyone in the class.

## **Academic Honesty:**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

## **Students with disabilities:**

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.