

# INT 111; The Whole Picture: Diving Into the Deep End

--A First Year Seminar Common Experience--

**Syllabus for Block 1, August 24<sup>th</sup> – September 19<sup>th</sup>, 2018**

**Please carefully read this document and keep it for reference**

## **Introduction to College syllabi.**

*Welcome to your first class at Cornell College! My name is Jai and I am looking forward to working with you as you transition to the Hilltop. The text in italics in this document is text that you can generally NOT expect to find in college syllabi. I give it here to help guide you through this document. All college courses provide a syllabus (plural: syllabi) which contains the sections given below (**underlined bold**). You are responsible for understanding and following the course policies contained in the syllabus. If you have any questions or concerns—ask early! The syllabus will also contain a schedule of what reading, writing, and other assignments you are expected to complete, their due dates, and how they will contribute to the course grade.*

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**Office hours:** M (3:00 – 4:00 pm), T (3:00 – 4:00 pm), W (11:00 – noon), R (3:00 – 4:00 pm).

I am also in the classroom or my office before/after most class sessions and many lunches/afternoons. If none of these times work for you, please contact me and we will find a time to meet!

*Copy the contact/location information above into the block calendar that Cornell provided you, that way you have it handy!*

## **Required Course Materials**

1) A physical notebook, preferably with blank (not lined) pages. You will use this for parts of your large journal

-Notebook paper (lined or unlined) for you to record important and interesting information and ideas from your instructor, peers, and yourself during class sessions

-Ample writing utensils

*I suggest at least 3 colors—one for notetaking (I use black) and two for annotating (I use Cornell purple and one other color). Please be sure to come with a couple of back-up/extra writing utensils each day.*

-A computer with specifications required by Cornell's IT department.

*-Though we will rarely use the computer in class, many assignments can be completed out-of-class on a computer.*

2) Works (reading, music, etc.) we will consider:

### **Works you must acquire before the start of class**

a. *This Fleeting World: A Short History of Humanity* by David Christian (ISBN: 9781933782041)

b. *The Transition to College Writing* by Keith Hjortshoj (ISBN: 9780312440824)

c. *Seven Brief Lessons on Physics* by Carlo Rovelli (ISBN: 9780399184413)

d. *Fun Home* by Alison Bechdel (ISBN: 9780618871711)

e. *Native Guard* by Natasha Trethewey (ISBN: 9780618872657)

*\*I strongly encourage you to buy (as opposed to renting) the five books above. This will allow you to take notes/write in them as you read. Please be sure to get the specific versions (ISBN) given so that we are all on the same page. Also, the Transition to College Writing book is one you will likely find useful throughout your first year, including in your Writing (W) class. If you order the five books for this course online before the course starts, you can get them at reasonable prices. For example, when I checked in July of 2018, the total cost was ~\$60 for all five books at Amazon.com. The cost of course materials will likely vary significantly from block-to-block and I encourage you to make plans for acquiring these materials ~2 weeks before the start of each subsequent block. Faculty will expect that you have the correct version(s) of the course materials before each block starts and this will enable you to engage fully in the course from day 1. Do not plan to share course materials, since each student will generally need the resource for several hours each night!*

Works that will be provided (posted and/or linked on Moodle)—you do NOT need to get the items in the list below before the course starts.

- a. Rene Descartes: *Meditations on First Philosophy* (#1 and #2)
- b. Ta-Nehisi Coates: *Letter to My Son*
- c. Ludwig van Beethoven: *Symphony No 5 in C Minor*
- d. Brown, Roediger III, and McDaniel: *Make it Stick: The Science of Successful Learning* (selected readings)
- e. Paul Offit: *Pandora's Lab* (selected reading)

3) Note that several additional handouts will be posted on Moodle.

### **Course Description**

Where are we? How did we get here? Where do we want to go? Answering these kinds of questions requires curiosity and a base of skills, knowledge and perspectives. This first year seminar is designed to provide an intellectual foundation and introduce a set of learning skills essential for success at Cornell and for life beyond. The course will provide opportunities for careful reading, for creative and critical thinking, for oral and written communication, and for engaging with others in a shared conversation about stimulating material. Students will play a major role in creating the goals that will define their success at college and develop strategies for effective engagement with courses as they begin to explore the whole picture. The course will involve discussion of works drawn from different times, different fields of study, and even different media, chosen to prompt thoughtful reflection on enduring questions, on what really matters, as we consider the sorts of lives we want to live.

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.

Student success assignments will comprise 20% of your final FYS grade. These assignments will be evaluated by your FYS success instructor. You and your academic advisor will be informed of your preliminary in-progress grade at the end of Block 1 (which will

not include student success assignments) and you will receive your final comprehensive grade at the end of Block 3.

In total, your FYS will accomplish the following **Course Objectives/Learning Outcomes**

- While encountering works from a variety of academic disciplines, students will demonstrate the ability to read critically by restating central points, making inferences, identifying and questioning underlying assumptions and assessing evidence.
- Students will distinguish between opinion and evidence, then understand and evaluate different types of evidence.
- Students will learn about academic honesty, and be introduced to reasons for evaluating and documenting sources, and will document sources appropriately.
- Students will practice writing using write-to-learn assignments to investigate, summarize, and analyze course material. Students will learn about revision strategies as a way to develop and communicate their ideas more effectively.
- Students will effectively prepare for and civilly engage in academic discussions.
- Students will become familiar with and utilize the Center for Teaching and Learning, academic, career, and co-curricular support services.
- Students will develop time-management skills through establishing manageable goals, prioritizing activities, and reflecting on and managing their time.
- Students will be introduced to key terms and concepts central to civil discourse and intercultural literacy.
- Students will identify and archive at least two works which could be appropriate for an e-portfolio.

### **Educational Priorities and Outcomes (EPOs) and Learning Objectives**

This course supports Cornell College's Educational Priorities and Outcomes with an emphasis on Knowledge, Inquiry, Communication, Intercultural Literacy, and Reasoning.

*For your reference, here is a list and brief description of all 9 of Cornell's EPOs:*

**Knowledge:** *integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, sciences, and social sciences.*

**Inquiry:** *respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.*

**Reasoning:** *evaluate evidence; interpret data; and use logical, mathematical, and statistical problem-solving tools.*

**Communication:** *speak and write clearly, listen and read actively, and engage with others in productive dialogue.*

**Intercultural Literacy:** *connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.*

**Ethical Behavior:** *recognize personal, academic, and professional standards and act with integrity.*

**Citizenship:** *collaborate with others and contribute in their communities and the larger world.*

**Vocation:** *discover and prepare for the range of opportunities and challenges that await them beyond their college experience.*

**Well-Being:** *respect the ways physical, emotional, spiritual, and intellectual well-being may contribute to a balanced life.*

### **Class Meeting Schedule (general)**

Our general class meeting schedule will be Monday (M), Tuesday (T), Wednesday (W), Thursday (R), and Friday (F) 9:00 am – 11:00 am and 1:00 pm – 3:00 pm. On a few days we will start at 8:30 am and on a few days we might start afternoon class at noon or 12:30 pm. Do not schedule any activities over lunch on exam days: Friday September 7<sup>th</sup> and Tuesday, September 18<sup>th</sup>.

*A detailed daily schedule and assignment descriptions can be found at the end of this syllabus.*

### **Course Policies**

#### ***Your Role in Creating an Effective Learning Environment***

I try to be understanding and encouraging. I try to return your work to you as soon as possible. I take you seriously and intend to support you and challenge you. I also expect things from you. I expect you to come to class every day and be on time, and I expect your work to be done carefully and turned in to me on time. I expect consistency of effort. I understand that problems that interfere with your work are sometimes unavoidable and will do my best to be understanding. But my general expectation is that you will do all the required work every day, and that you will have the self-discipline to keep up with the long-term daily work which our course requires. The habits of disciplined study are valued by me. Those who show up for class and do the work learn more and get higher grades than those who do not.

My course plans are cumulative, that is, the work for today depends upon the work of yesterday and so forth. If your work is late you have harmed yourself by placing yourself outside of this stream of progress. I also do not enjoy dealing with late work; just as there is a forward momentum to what you do, there is also a forward momentum to what I do in the course. Dealing with late work serves to thwart that momentum. I can only operate under the assumption that you have done the work and are prepared for the class sessions. I realize that getting things in on time takes planning and effort, and so does being careful and thorough. But it is worth it, and I can see no other way for success.

#### ***Attendance and Productive Engagement***

**Based on the above, it should be clear that engaged participation at all class meetings is absolutely mandatory.** Some assignment, retrieval practice, and exam content will be based specifically on discussions in class. If you can't attend for any reason, you should notify me in advance. You are responsible for learning what happened during your absence. I expect that students will come **on time**, be prepared, and actively participate in all class meetings. It is rude and disruptive to arrive late or leave early—but don't skip class just

because you are running late. Please show respect for your classmates and limit disruptions; do NOT use electronic devices such as cell phones, tablets and laptops during class time. Exceptions to this will be made if the device(s) is part of a presentation in the class and while filling out course evaluations. You do not need to ask permission to leave class to use the restroom. We will plan to have ~1 hour of continuous class (in various modalities)—we will generally take a 10 minute break at ~10:00 am in the morning and a 5 minute break at ~2:00 pm in the afternoon). Whenever possible, please plan to take your breaks at these times. I reserve the right to reduce the grade of students who have been repeatedly late or disruptive in class. In addition, for each unexcused absence, your grade will be reduced by one level in the chart in the Grading Process and Criteria section.

I expect that there should only be one person talking in class at a time. We cannot operate in an environment of competing conversations. Moreover, we will respect the views of all in class. This does not mean that we will not challenge those views, in fact, one of the ways we show our respect for a view is by taking it seriously enough to give it our attention. But there should always be a respectful way to do this. In general, one should respond to the idea being expressed, not to the personality doing the expressing. This avoids ad hominem attacks and helps to create an atmosphere of free expression. One of our goals for the first week of the course will be to develop specific guidelines for respectful dialogue in our classroom.

### ***Late Work and Academic Support***

Unless arranged in advance, late work will receive a reduced grade as follows:

10 minutes – 12 hours late: -20%

12 hours – 36 hours late: -40%

36 hours – 72 hours late: -70%

>72 hours late: -100%

If you can't get a physical copy of an assignment to me, digitize it and send me an electronic version (picture, scan, etc.) by email—I will count it as submitted whenever I receive that email. Then, get the hardcopy to me as soon as possible. Also, note that you must hand in **all** late work; work turned in after the 72 hour deadline will still count as “work turned in,” rather than “work never turned in,” which will affect your grade when it lies near the cut-off between two different adjacent grade levels.

Please contact me as soon as possible if you are having difficulty with the course or if a serious sickness/incident occurs during the block. Similarly, if you need to miss class, let me know ahead of time; at my discretion the assignment in question may be excused. I encourage you to use the resources of the Center for Teaching and Learning (librarians, quantitative reasoning studio, writing studio, etc.) and there are many other ways that I and others can help directly and indirectly, but you have to let me know! I reserve the right to reduce the final grade of students who have handed in multiple assignments late, even if they have a number of points that would otherwise have earned them a higher grade based on the grading cutoffs.

If medical or psychological conditions arise during the block, please consult with me, and/or with a medical or psychological health provider, *before* your progress in the course may become impeded. If such concerns make the completion of this course or an Incomplete infeasible, you may petition for a health withdrawal (WH). Be aware that Cornell counselors

and health professionals will not normally issue support for a WH unless you have consulted them at or near the onset of the problem.

### **Course Communication**

- You are responsible for information and material that is posted on Moodle and/or that you receive to your Cornell email account.
- The syllabus, selected readings/handouts, and other course materials will be posted on our Moodle page. Login at <http://moodle.cornellcollege.edu/>

### **Grading Process and Criteria**

***Your grade for the block 1 component of this course will be determined as follows\*:***

Daily attendance and participation/group work: 15%

Short papers (4 total): 20%

Journal: large journal and curated versions: 25%

Short, in class retrieval practice: 5%

Exam 1 (Friday, September 7<sup>th</sup>): 15%

Final cumulative exam (Tuesday, September 18<sup>th</sup>): 20%

\*You must complete ALL assignments in order to receive a passing grade. This is true even if the assignment is late and receives partial credit or no credit.

The grade that you earn for the above will be worth 80% of your grade for this FYS. Grade cut offs for this 80% will be as follows:

93 to 100 = A

90 to 93 = A-

87 to 90 = B+

83 to 87 = B

80 to 83 = B-

77 to 80 = C+

73 to 77 = C

70 to 73 = C-

67 to 70 = D+

63 to 67 = D

55 to 63 = D-

Below 55 = F

The remaining 20% of your FYS grade will be based on your attendance and reflections for the various Student Success components.

*Note that the faculty are usually required to submit grades to the Registrar by noon on day 1 of the subsequent block (in some cases, such as blocks 4 and 8, the schedule is adjusted). For this class, you can expect to see an in progress ("midterm") grade on self-service on the afternoon of Monday, September 24<sup>th</sup>. This grade will then be adjusted after the end of block 3, once you've finished the student success component.*

### **Academic Honesty Expectations**

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."

### **Accommodations Statement**

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>.

## Daily Schedule

### Day 0 (Friday, August 24<sup>th</sup>; 2:15 pm-3:45 pm)

2:15 pm-2:45 pm: Course overview and purpose of the First Year Seminar (FYS)

2:45 pm-3:15 pm: Discussion of the journal for the course; how the FYS goals are embedded in the syllabus, what “reading” is; what is special about this FYS section, and what needs to be done to prepare for Monday.

3:15 pm-3:45 pm: The student success mentor will facilitate a time mapping exercise

### Homework (due 8:30 am Monday, August 27<sup>th</sup>)

1. Read pages 1-31 of *This Fleeting World: A Short History of Humanity*

2. Read pages 1-22 (Chapter 1) of *Make it Stick: The Science of Successful Learning*

*NOTE: for this, and all other reading assignments that are posted on Moodle, please consider printing the document so that you can take notes on it as you read.*

a. Fill out worksheet on Chapter 1 of *Make it Stick*

3. Reread (or, if you haven’t read it yet, read and reread) the course syllabus.

Transcribe important deadlines and assignments into your block planner.

4. Write an introduction to yourself. This autobiography should be 400-600 words and should include your present passions and thoughts you have about your future self. Note that you will share this aloud in class on Monday. You should plan to take 3-5 minutes of time in class to share your introduction.

5. Begin your large journal: As you read items 1-3 above, make notes/diagrams, etc. to capture your ideas. Item 4 (autobiography) should also go into your large journal along with a revised version, if you made any updates. Be sure to include your name and version number in the file name, such as:

Autobiography\_YourName\_2018\_rev4

*Note that the revision number for this file is not 1! Writing is a process, so I encourage you to SAVE AS and create different drafts as you go—we will discuss this in later in the course—and further in your W class.*

### Saturday, August 25<sup>th</sup>

No class: finish homework/catch up

### Sunday, August 26<sup>th</sup>

No class: consider taking a break

### Day 1 (Monday, August 27<sup>th</sup>; 8:30 am – 11:00 am and 1:00 pm – 3:00 pm)

8:30 am-8:45 am: Recap of FYS goals/syllabus

8:45 am-9:15 am: Go to King Chapel as a class to hear a brief opening message

9:20 am-10:30 am: each student spends 3-5 minutes introducing themselves to the class and sharing their goals for growth

10:30 am-11:00 am: whole class discussion of chapter 1 of *Make it Stick*

11:00 am-1:00 pm: lunch (no class)

1:00 pm-1:15 pm: wrap up morning/concluding thoughts/mini lecture

1:15 pm-1:55 pm: small group discussion of pages 1-31 of *This Fleeting World*

1:55 pm-2:00 pm: break

2:00 pm-3:00 pm: whole class discussion of pages 1-31 of *This Fleeting World* beginning with each small group sharing their key takeaways.



Homework (due 9:00 am Tuesday, August 28<sup>th</sup>)

1. Read pages 32-105 of *This Fleeting World*
2. Write 2 discussion questions related to pages 32-105 of *This Fleeting World*. For these and all discussion questions you write this block, be sure to include reference to specific pages/sources.
3. Continue work on your large journal by including your discussion questions, ideas about the reading, as well as other thoughts as you reflect on material discussed today in class.

**Notebook.** This is a physical notebook with pages upon which you will write with pen/pencil. It will allow you to write in: “word language,” diagram, drawing, anything that works for your own thinking processes. This you use for taking notes in class, for taking notes on the readings as you read, for writing ideas quickly/easily when an idea suddenly appears and you need to record it before you lose it. (We all have lots of good ideas that are lost or at least partly lost because we do not write them down. I often find myself writing such things down during nighttime sleep-time. Our minds process all sorts of things during sleep and we are wise to capture the good stuff.)

You may find yourself situated such that it is easiest for you to record your thoughts at that time electronically. There are many ways to do this: writing them into a document on your laptop; writing them into an email that you send to yourself; speaking them into your phone and then sending this to yourself as email, text, etc. You can also store them in Notes or Reminders on your phone. This leads us to the next item, the Large E-Journal.

**Large E-Journal.** Anything you produce, think, etc. can go into the Large E-Journal. While you do not have to place absolutely everything there, the idea is that you actually might do this, and that you will come close to doing so. Items that you originally recorded electronically (as described in the previous paragraph) can be easily transferred into the Large E-Journal. You might need to “tidy up” some of them in order to later discern what you have. And all of the non-electronic material from the Notebook (physical object) is appropriate for the Large E-Journal. The transfer of materials into the Large E-Journal is also a valuable reprocessing act. Reprocessing material is one of the most important elements of learning. Diagrams, pictures, etc. should be scanned into electronic form and placed into this Large E-Journal.

Thus the Large E-Journal will have virtually everything you have done/thought throughout our course. Here are examples of what to include:

- Summaries of the readings
- Your own interaction with concepts, ideas, etc.
- Defining important terms
- Many other possibilities that you invent, that are meaningful for you.
- Your assignments (papers, essay/discussion questions, etc.)

The Large E-Journal is to be created from the first Friday afternoon class session of our course until the end. You are to submit your Large E-Journal to us each Friday before 9:00 a.m. There are two possible methods: attachment to an email; placement on our Moodle page. The most important element we want to see here is serious engagement with our course.

*A learning suggestion. Students who rewrite notes from class sessions, thus making them more organized have been shown to perform better in college. This is also an excellent way to study and absorb material. Include your own analysis/commentary upon what you have in your notes. Don't be afraid to think creatively and freely. This is excellent Journal material.*

Day 2 (Tuesday, August 28<sup>th</sup>; 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

9:00 am-9:30 am: NEWS icebreaker

9:30 am-9:55 am: mini lecture of key information from all of *This Fleeting World*

9:55 am-10:05 am: break

10:05 am-11:00 am: small group discussion of *This Fleeting World*

11:00 am-1:00 pm: lunch (no class). *Note that ALL faculty meet on the first Tuesday of each block (and many other Tuesdays) from 11:10 am – noon; Tuesday lunch hours is an example of a time when your instructor will generally be inaccessible, so please plan accordingly.*

1:00 pm-1:55 pm: Process Oriented Guided Inquiry Learning (POGIL) activity about technology in the classroom and classroom formats in small groups (3-4 students)

1:55 pm-2:00 pm: break

2:00 pm-2:30 pm: small groups report the highlights of their conversations on *This Fleeting World* from the morning followed by whole class wrap up

2:30 pm-2:50 pm: Activity/sample exam questions to connect take aways from POGIL and chapter 1 of Make it Stick

2:50 pm-3:00 pm: introduction of how to read philosophy and overview of Descartes' project in the 1<sup>st</sup> and 2<sup>nd</sup> meditations.

Homework (due 9:00 am Wednesday, August 29<sup>th</sup>)

1. Read the 1<sup>st</sup> and 2<sup>nd</sup> *Meditations on First Philosophy*, by Renee Descartes (posted on Moodle)
2. Read two page handout: 'On Opinions' (posted on Moodle)
3. **Paper 1:** Write a summary of the 1<sup>st</sup> and 2<sup>nd</sup> *Meditations* (400-600 words)
  - a. Also include two discussion questions, one for each of the two Meditations
4. Continue work on your large journal. Begin by adding your summary of the 1<sup>st</sup> and 2<sup>nd</sup> *Meditations* as well as your two discussion questions.

Day 3 (Wednesday, August 29<sup>th</sup>; 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

9:00 am-9:10 am: quick icebreaker

9:10 am-9:30 am: read 1<sup>st</sup> *Meditation* aloud in class

9:30 am-9:55 am: mini lecture on Descartes

9:55 am-10:05 am: break

10:05 am-11:00 am: discuss Descartes' 2<sup>nd</sup> *Meditation*

11:00 am-noon: lunch (note, this is a shorter time for lunch than many other days, please plan accordingly)

Noon-3:00 pm: Each student has two objectives during this time period: (i) have a 10 minute meeting with your professor and (ii) have a ~60 minute long meeting with a group of 3-4 total students from class to discuss the 1<sup>st</sup> amendment to the US Constitution and possible class discussion rules/norms.

For your 10 minute meeting with me, be prepared to discuss any aspects of your first week on campus that you'd like; possibilities include: academics, athletics, food, clubs, Mount Vernon, your residence hall/roommate, and more!

Homework (note the specific due times; some components are due TONIGHT)

1. Each group is responsible for posting a <1 page summary of their conversations on Moodle by 8:00 pm.
2. Sometime between 8:00 pm and 9:00 am, review the documents other groups posted on Moodle and come to class ready to discuss the guidelines for discussion that you would like to see us adopt for this block.
3. If you have not already, carefully read the "Campus Newsletter", which is generally sent to your Cornell email address each Wednesday morning.
  - a. Note the specific sections of the newsletter.
4. Read pages 1-29 of *The Transition to College Writing*
5. Continue work on your large journal.
6. Catch up/review!

*Note that we are only scheduled to have significantly less class time today and that the reading/writing load is lighter than the average night this block. Tonight is an ideal night to get caught up, start curating your large journal (if you have not already) and review what we've covered so far: History, Philosophy, Cognitive Psychology, etc.*

Day 4 (Thursday, August 30<sup>th</sup>; 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

9:00 am-10:20 am: wrap up of Descartes' 1<sup>st</sup> and 2<sup>nd</sup> *Meditations* by Prof. Jim White in

**Hedges room of Thomas Commons**

10:20 am – 10:30 am: break

10:30 am-11:00 am: short retrieval practice;

11:00 am-1:00 pm: lunch (no class)

1:00 pm-1:30 pm: discuss free speech/US 1<sup>st</sup> amendment and Cornell's speech and civil discourse statement; class norms, opinions

1:30 pm-2:00 pm: discussion of evidence/reliable sources (highlight examples); in small groups, discuss *The Transition to College Writing*, relate it to chapter 1 of *Make it Stick*, and share group take aways with the whole class regarding how to effectively study, read, and learn in college

2:00 pm-2:05 pm: break

2:05 pm-3:00 pm: introduction of *Letter to My Son*

Homework (due 9:00 am Friday, August 31<sup>st</sup>)

1. Read *Letter to my Son* (pdf of article in The Atlantic will be on Moodle)
2. Write two discussion questions about *Letter to my Son*
3. Perform library or internet research and find at least one **Reputable Journalistic Source** that relates to concepts or experiences that Coates discusses in *Letter to my Son*
4. Read pages 30-55 of *The Transition to College Writing*
5. Continue work on your large journal. Begin by adding your two discussion questions and the reliable source related to *Letter to my Son*, as well as your notes/summaries on the reading and your reflections on material covered in class today.

**Reputable journalistic source.** Bring a relevant short written piece from a reputable journalistic source to class for discussion. You are to present this item to the class, thus you will be prepared with accompanying commentary, analysis, and/or questions for discussion. Most sources are acceptable, but there is also a lot of unverifiable nonsense on the internet.

A key starting point for seeing 'The Whole Picture' is to be able to distinguish the reliable sources from noise. Examples of those sources that would not be acceptable are: *Breitbart News*, *OccupyDemocrats.com*, *SeekingAlpha.com*, *The Onion*, *National Enquirer*, Korean Central News Agency, *NaturalNews.com*, *InfoWars.com*, PR Newswire (generally a compilation of primary sources), pamphlets from religious sects, articles published in predatory journals, including those by OMICS Publishing Group, items from the "Dark Web."

Day 5 (Friday, August 31<sup>st</sup>; 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

- 9:00 am-9:20 am: return graded retrieval practice from yesterday, review and 5 minutes of writing/planning regarding any changes you might make to your reading and studying. Briefly discuss as a whole class including the ways in which you might design your schedule and adapt your learning strategies to maximize the benefits of the block plan and succeed at Cornell.
- 9:20 am-10:05 am: Discuss chapter 3 of *The Transition to College Writing*
- 10:05 am-10:15 am: break
- 10:15 am-11:00 am: mini lecture on *Letter to my Son*
- 11:00 am-1:00 pm: lunch
- 1:00 pm-2:15 pm: whole class discussion of *Letter to my Son*
- 2:15 pm-2:20 pm: break
- 2:20 pm-2:50 pm: 10 minute free write + 20 minutes of whole class discussion on the topic: 'What would a post-racial society look like?'
- 2:50 pm-3:00 pm: introduce Beethoven

Homework (due by 10:00 pm TONIGHT): email your journal to me. The main file should be a .docx file (Microsoft Word). I won't have time to carefully read and comment on everything that you submit, but in some cases I might provide some suggestions, in which case I will use the "Review" tab Track Changes feature in Microsoft's Word. Any work that you've handwritten in your notebook should be scanned to pdf and included as a second attachment.

*Note: I will be receiving many of these files tonight, so be sure that the file name(s) have your name in them!*

Homework (due 9:00 am Monday, September 3<sup>rd</sup>)

1. Listen to Symphony #5 in C Minor Opus 67 by Ludwig van Beethoven here: <https://www.youtube.com/watch?v=1IHOYvIhLxo>
  - a. This performance was of the Wiener Philharmoniker (Vienna Philharmonic) Orchestra.
  - b. See separate handout for 5 assignments related to this musical work.
2. Finalize your time log
3. Write a reflection on your time log (see separate assignment from the Student Success Instructor)
4. **Paper 2:** this should combine your idea(s) from reading *Letter to My Son* with your source article (500-800 words)
5. Continue work on your large journal.

Saturday, September 1<sup>st</sup>

No class: finish homework/music listening and get caught up

Sunday, September 2<sup>nd</sup>

4:00 pm-5:00 pm: Students will participate in a discussion about the importance of involvement outside the classroom and ways students can get involved with their Student Mentor.

*Note that the daily agenda/schedule is not as detailed, below, for the rest of the block as above. We will generally split our time in similar ways, though.*

Day 6 (Monday, September 3<sup>rd</sup>; 9:00 am – 11:30 am and 1:00 pm – 3:00 pm)

9:00 am-10:30 am: joint session (3 common FYS sections combined) in **Ringer recital studio (in Armstrong Hall)**; demonstrations and discussion lead by Prof. James Martin.

10:30 am-11:30 am: Brooke Paulsen will discuss: Time Management for Academic Success, including a review of time log.

11:30 am-1:00 pm: lunch

1:00 pm-3:00 pm: in regular classroom—small group and whole class discussion of Beethoven

Homework (due 9:00 am Tuesday, September 4<sup>th</sup>)

1. Read chapters 1-5 of *Seven Brief Lessons on Physics*
2. Continue work on your large journal.

Day 7 (Tuesday, September 4<sup>th</sup>; 12:30 pm – 3:00 pm)

Tuesday morning: no class. I suggest that you coordinate with one or more of your classmates to conduct a peer review of your paper.

Finish lunch before 12:30 pm

12:30 pm-3:00 pm: 1 hour introduction of *Seven Brief Lessons on Physics*; small group discussions; scale (orders of magnitude) activity; end with priming/overview of Quantitative Reasoning Worksheet

Homework (due 9:00 am Wednesday, September 5<sup>th</sup>)

- 1) Read chapters 6-7 of *Seven Brief Lessons on Physics*
- 2) Write two discussion questions: one for chapter 6 and one for chapter 7.
- 3) Begin working on Quantitative Reasoning Worksheet (bring any questions to class)
- 4) Continue work on your large journal—start by adding your discussion questions and any calculations/work you did when completing the Quantitative and Spatial Reasoning.

Day 8 (Wednesday, September 5<sup>th</sup>; 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

9:00 am-11:00 am: small group and whole class discussions of all of *Seven Brief Lessons on Physics*, with a focus on chapters 6 and 7

11:00 am-1:00 pm: lunch

1:00 pm-3:00 pm: working sample questions for Quantitative Reasoning Worksheet (whole class, then small groups)

Homework (due 9:00 am Thursday, September 5<sup>th</sup>)

- 1) Finish Quantitative Reasoning Worksheet
- 2) Read campus newsletter (email)

- 3) Check your books/course materials for block 2 and consider ordering them now to be sure they arrive **before** the start of block 2, which is September 24<sup>th</sup>, 2018. Some classes will expect you to complete initial reading in the book before the first course session.

*Note: Please plan to do this process—ensuring that you have the books/course materials for subsequent blocks, on a regular basis. You will not necessarily receive reminders, but you will always be expected to come prepared to class, including on the first day.*

- 4) Continue work on your large journal

Day 9 (Thursday, September 6<sup>th</sup>; 9:00 am – noon)

9:00 am-11:00 am: Answer questions on the Quantitative Reasoning Worksheet, catch up/summarize the course material so far

11:00 am-noon: Go together to the Humanities and Arts Interest Group (HAIG) talk

Noon-1:00 pm: Lunch

Afternoon class: review session (time(s) to be set by class/instructor)—independent review, study, and preparation for midterm

Homework (due by the start of the exam on the morning of Friday, September 7<sup>th</sup>)

- 1) Study/prepare for the midterm exam

Day 10 (Friday, September 7<sup>th</sup>; 9:00 am – 3:00 pm)

9:00 am-noon: three hour midterm exam

Noon-2:00 pm: Lunch and break

2:00 pm-3:00 pm: Well-being and Self-care workshop with the course student success instructor

Homework (due by 10:00 pm TONIGHT): email your journal to me. The main file should be a .docx file (Microsoft Word). I won't have time to carefully read and comment on everything that you submit, but in some cases I might provide some suggestions, in which case I will use the "Review" tab Track Changes feature in Microsoft's Word. Any work that you've handwritten in your notebook should be scanned to pdf and included as a second attachment.

*Note: I will be receiving many of these files tonight, so be sure that the file name(s) have your name in them!*

Homework (due 9:00 am, Monday September 10<sup>th</sup>)

- 1) Read chapters 4 and 5 of *The Transition to College Writing* (pages 56-93)
- 2) Read selections of chapter 8 of *Make it Stick: The Science of Successful Learning* (pages 200-211 and 217-225)
- 3) **Paper 3:** Write a paper in which you reflect on your first college exam and how you approached it in the context of what we've read from *The Transition to College Writing*, and *Make it Stick: The Science of Successful Learning* (500-800 words)
- 4) Read chapter 1 of *Fun Home*
- 5) Continue work on your large journal: both adding work (such as your exam reflection) and curating it.

Saturday, September 8<sup>th</sup>

No class: finish homework/catch up

Sunday, September 9<sup>th</sup>

No class: consider taking a break

**Note: each student will schedule a brief (~10-15 minute) meeting with our student success instructor at some point this week (Monday, September 10<sup>th</sup> – Friday, September 14<sup>th</sup>).**

Day 11 (Monday, September 10<sup>th</sup>; 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

9:00 am-11:00 am: return and discuss graded midterm exams; brief in class writing (outline further reflection); make strategies for improvement using information from *Make it Stick* (chapters 1 and 8) and *The Transition to College Writing*; small group discussions of *The Transition to College Writing* (chapters 4 and 5) and *Make it Stick* (chapter 8)

11:00 am-1:00 pm: Lunch

1:00 pm-3:00 pm: mini lecture on *The Transition to College Writing* and chapter 8 of *Make it Stick*; whole class discussion of learning; discussion of ‘reading’ of *Fun Home* and how it compares to other reading/listening so far this block

Homework (due 9:00 am, Tuesday, September 11<sup>th</sup>)

- 1) Read chapters 2-5 of *Fun Home*
- 2) Write 2 discussion questions for *Fun Home*
- 3) Review your graded midterm exam again
  - a. Update the exam reflection that you wrote over the weekend by adding two more paragraphs: one that focusses on what you did well and one that focusses on areas for improvement.
  - b. If you are unsure about any of my comments or why you lost points, please make an appointment to see me as soon as possible.
- 4) Continue work on your large journal—start by adding your discussion questions
- 5) Begin work (if you have not already) on your **Curated Journal** and **Final New Piece** (descriptions, below)

**Curated Journal.** This is where the Large E-Journal is refined/curated into a final work. (I recommend keeping the Large E-Journal. There is always enough storage to keep it and you would not want to regret losing something from it.) Here are the things we will be looking for in your Curated Journal.

- Cover Letter. Here you explain your approach and choices, related to your sense of what **you** got out of this class.
- All graded assignments, including papers you chose to revise. If you include revised work, include the original as well as the revision so that we may take note of the revision in our evaluation.
- Polishing of the rougher aspects of the Large E-Journal, making things clearer
- Organizing your topics and ideas into something that works for you
- Reflecting and/or commenting upon materials within your Large E-Journal
- Reflection upon events during our course that took place outside of the “course proper” is also welcome.
- Final New Piece. See below.

**Final New Piece.** You are to create a final new piece. Length 1000-1400 words.

Possibilities are:

1. Create a plan for your future. Don't be reticent; there is no promise implied here. This might include: future at Cornell, goals to be pursued outside of the academic year, or structures, personal goals, etc.
2. Create an overview of the course as you have experienced it, see it now, etc. What have you learned, in a broad sense? Are there important themes that have emerged for you?
3. Carry out an in-depth exploration of one idea from the course. It can be either a) how this impacted you personally; or b) a more scholarly approach wherein you use sources. For citation information please consult *The Transition to College Writing*.

Day 12 (Tuesday, September 11<sup>th</sup>; 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

9:00 am-11:00 am: Begin in West Hall 100 for a presentation by Jennifer Ferrell from the Writing Studio of the Center for Teaching and Learning (CTL); brief discussion of September 11<sup>th</sup>, discussion of *Fun Home*

1:00 pm-3:00 pm: continue small group and whole class discussion of *Fun Home*

Homework (due 9:00 am, Wednesday, September 12<sup>th</sup>)

- 1) Read chapters 6-7 of *Fun Home*
- 2) **Paper 4:** Write a paper about *Fun Home* (600-800 words).

Day 13 (Wednesday, September 12<sup>th</sup>; 12:30 pm – 3:00 pm)

Morning (no class): students schedule their own peer review and/or Writing Studio appointments for their 2 page papers on *Fun Home*; read the Campus Newsletter (email)

Finish lunch before 12:30 pm

12:30 pm-3:00 pm: small group and whole class discussion of *Fun Home*; introduce organic line structure and work sample problems (spatial orientation)

Homework (due 9:00 am Thursday, September 13<sup>th</sup>)

- 1) Read chapter 2 of *Pandora's Lab* (posted on Moodle)
- 2) Watch this 50 minute webinar on chemophobia (by the American Chemical Society): <https://www.acs.org/content/acs/en/acs-webinars/popular-chemistry/chemophobia/video.html>
- 3) Continue work on the new component of your Journal (see description of 'Final New Piece', above)
- 4) Spatial Reasoning/Drawing Worksheet

Day 14 (Thursday, September 13<sup>th</sup> 9:00 am – **11:45 am** and 1:00 pm – 3:00 pm)

9:00 am-11:00 am: Retrieval practice; discuss Chemophobia webinar

11:00 am-11:45 am: All College Convocation in King Chapel

11:45 am-1:00 pm: lunch

Optional: Noon – 12:50 pm: Lunch and Learn with Dr. Kraig; Topic: Biomedical entrepreneurship and launching Seurat Therapeutics

1:00 pm - 3:00 pm: Meet in **West Hall, room 100** for demonstrations, activities, and discussion of drawings and other representations of molecules in the context of



the *Pandora's Lab* reading; introduce reading of poetry as an experience

Homework (due 9:00 am on Friday, September 14<sup>th</sup>)

- 1) Read *Native Guard*
- 2) Which two poems do you like most? What about them do you like?
- 3) Write two discussion questions about the structure, imagery, sounds, content, etc. of one or more poems in *Native Guard*
- 4) Continue working on curation of journal
- 5) Re-read *Native Guard*

Day 15 (Friday, September 13<sup>th</sup> 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

9:00 am-11:00 am: wrap up of demonstrations and spatial reasoning/drawing; students share their favorite poems and form small groups based on interest; read a few poems out loud and whole class discussion

11:00 am-1:00 pm: Lunch

1:00 pm-3:00 pm: mini lecture on different structures/styles that Tretheway uses; conclude discussion of *Native Guard*; begin course wrap up

Homework (due by 10:00 pm TONIGHT): email your journal to me. The main file should be a .docx file (Microsoft Word). I won't have time to carefully read and comment on everything that you submit, but in some cases I might provide some suggestions, in which case I will use the "Review" tab Track Changes feature in Microsoft's Word. Any work that you've handwritten in your notebook should be scanned to pdf and included as a second attachment.

*Note: I will be receiving many of these files tonight, so be sure that the file name(s) have your name in them!*

Homework

- 1) Study for final exam
- 2) Continue work on **Curated Journal** and **Final New Piece**

Saturday, September 15<sup>th</sup>

No class: get caught up and study!

Sunday, September 16<sup>th</sup>

No class: consider taking a break

Day 16 (Monday, September 17<sup>th</sup>; 9:00 am – noon)

9:00 am-noon: Discussion of implications of course content and a liberal arts education on being an engaged citizen, including the present political climate

Noon-1:00 pm: Lunch

Afternoon (no class): review session (time(s) to be set by class/instructor) independent review, study, and preparation for cumulative final exam

Homework

- 1) Finish preparation for the cumulative final exam

Day 17 (Tuesday, September 18<sup>th</sup>; 9:00 am until finished)

9:00 am - ????: cumulative final exam (untimed)

Homework (due **noon** on Wednesday, September 19<sup>th</sup>)

1) Finish **Curated Journal** and **Final New Piece**

Day 18 (Wednesday, September 19<sup>th</sup>; noon – 3:00 pm)

Morning: Finish all aspects of your journal; read the campus newsletter

Noon-3:00 pm: Retry some exam questions (individual and/or in groups); discuss strengths and weaknesses of responses; fill out course evaluation (please bring an electronic device to class so that you can fill it out); course wrap up

3:00 pm: end of block—enjoy your block break!

Wednesday, September 19<sup>th</sup> – Sunday, September 23<sup>rd</sup>: block break

**Monday, September 24<sup>th</sup>: Block 2 begins.**

*Here is an important piece of practical advice: I expect you to back up all of your work to your Cornell H drive and/or google drive. “I lost the file” and “My computer hard drive got corrupted” will not be accepted as excuses for missing work. Nor will “my computer isn’t working”—if your files are backed up, you can always go to the 24 hour computer lab (in Law Hall) to complete electronic work.*

## Evaluation of Student Success Assignments

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.