**FYS. The Whole Picture. INT 111 Syllabus Part II**

**Improved explanations of notebooks and assignments (to supplement assignment description in the first half of the syllabus):**

**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.

**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*.

*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.*

**Daily Schedule**

Day 0 (Friday, August 24th; 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 27th)

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.*

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

1. Reread (or, if you haven’t read it yet, read and reread) the course syllabus. Transcribe important deadlines and assignments into your block planner.
2. 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.
3. 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 25th

No class: finish homework/catch up

Sunday, August 26th

No class: consider taking a break

Day 1 (Monday, August 27th; 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 28th)

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.

Day 2 (Tuesday, August 28th; 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 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 1st and 2nd meditations.

Homework (due 9:00 am Wednesday, August 29th)

1. Read the 1st and 2nd *Meditations* *on First Philosophy*, by Rene Descartes (posted on Moodle)
2. Read two page handout: ‘On Opinions’ (posted on Moodle)
3. **Paper 1**: Write a summary of the 1st and 2nd *Meditations* (400-600 words)
   1. 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 1st and 2nd *Meditations* as well as your two discussion questions.

Day 3 (Wednesday, August 29th; 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 1st *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’ 2nd *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 1st 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.

1. 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.

1. If you have not already, carefully read the “Campus Newsletter”, which is generally sent to your Cornell email address each Wednesday morning.
   1. Note the specific sections of the newsletter.
2. Read pages 1-29 of *The Transition to College Writing*
3. Continue work on your large journal.
4. 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 30th; 9:00 am – 11:00 am and 1:00 pm – 3:00 pm)

9:00 am-10:20 am: wrap up of Descartes’ 1st and 2nd *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 1st 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 31st)

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 31st; 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 .doc 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 3rd)

1. Listen to Symphony #5 in C Minor Opus 67 by Ludwig van Beethoven here: https://www.youtube.com/watch?v=1lHOYvIhLxo
   1. This performance was of the Wiener Philharmoniker (Vienna Philharmonic) Orchestra.
   2. 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 Instuctor)
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 1st

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

Sunday, September 2nd

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 3rd; 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 4th)

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

Day 7 (Tuesday, September 4th; 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 5th)

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 5th; 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 5th)

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 24th, 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.*

1. Continue work on your large journal

Day 9 (Thursday, September 6th; 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 7th)

1. Study/prepare for the midterm exam

Day 10 (Friday, September 7th; 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 10th)

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 8th

No class: finish homework/catch up

Sunday, September 9th

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 10th – Friday, September 14th).**

Day 11 (Monday, September 10th; 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 11th)

1. Read chapters 2-5 of *Fun Home*
2. Write 2 discussion questions for *Fun Home*
3. Review your graded midterm exam again
   1. 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.
   2. 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)

Day 12 (Tuesday, September 11th; 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 11th, 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 12th)

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

Day 13 (Wednesday, September 12th; 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 13th)

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 13th 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 14th)

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 13th 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 15th

No class: get caught up and study!

Sunday, September 16th

No class: consider taking a break

Day 16 (Monday, September 17th; 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 18th; 9:00 am until finished)

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

Homework (due **noon** on Wednesday, September 19th)

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

Day 18 (Wednesday, September 19th; 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 19th – Sunday, September 23rd: block break

**Monday, September 24th: 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.