Exploring Subjects Across the 5Cs

Section B Syllabus

Supervised by Professor Exploroni

Course Description:

This core class is designed to let first-year students explore different subject areas available around the 5Cs. Students will be formed into sections that follow different curriculum paths, each of which will explore a range of subjects. Each section will attend classes together as scheduled and meet to discuss what they are learning within the various subject areas. Sections will rotate between subjects and professors about every two weeks on average, following an assigned class schedule. Though each section will get a taste for a semester-long class, they will not be required to complete any homework given to the regular class and will be given supplementary assignments from each visiting professor. At the end of the semester, all of the sections will meet for students to give presentations connecting what they learned across the different disciplines during their class rotations.

During each class rotation, the section will be visited by a guest lecturer in their field of study. Guest lecturers, or professors, will tailor a 1 to 1.5 week sample of their semester-long course. Through these rotations, students will also get a sense of the way different classes are structured.

During registration, students may look at the available sections to determine which groupings of courses interest them the most. Courses are chosen to give students a view into a range of subjects, with the goal of learning about subjects they may not have thought they would have enjoyed. This syllabus is specifically for section B.

Classes: Tu/Th 8:10 – 9:25 am (first half of the semester) 4:15 - 5:30 pm (second half of the semester)

All classes attended by this section will be during one of the time periods above. Class times were chosen to accommodate professors' other class schedules and to work around the other core courses students are taking. Class locations are outlined in the course schedule but are subject to change. Students should receive an email at least 24 hours before a class time confirming the location of the class.

Students will meet every couple of weeks for group reflection times. This will be done as a section and will be led by Professor Gibberani. The discussion will cover what students learned in the most recent rotation as well as how to connect the different subjects covered.

The last two weeks of class will be focused on the final project, the details of which are outlined below. All sections will meet together once for an overview of the final project, detailed in the "Final Project" section. During the presentation days, which are the last two days of class, groups from each section will present the entire first-year explorer class. This way, students may gain some insight into other subjects that their section may not have experienced.

Office Hours: Mon: 3:00 pm – 6:00 pm Wed: 1:00 pm – 3:00pm

Text: All designated text for supplementary assignments will be emailed to the class and put on Sakai at least two weeks in advance of its due date.

Grading:

Attendance: 40%
Participation: 10%
Final Paper: 20%
Final Presentation: 15%
Presentation Session Attendance: 15%

Homework:

Homework will be due on the specified dates in the course schedule. Most homework centers around background reading for the class. Students are expected to bring notes from the class reading to the beginning of each class to be checked off. Notes can be an annotated version of the reading or at least one page of bullet points of interesting points or questions.

Final Project:

The final project for the course will be a presentation connecting everything the student learned throughout the course. Students may work in pairs with someone from their section. The final presentations will be given during class time on the week of 4/23. Attendance is mandatory for these class sessions. Students (or pairs of students) should be prepared to talk for at least 10 minutes and include a visual aide. This does not have to be a classic presentation but can be expanded to a dance, item, or workshop. Each subject covered in this course should be highlighted in the presentation. Students will also write a 5 page final reflection paper about what they learned and how they will use this knowledge in the future. This paper is due on the last day of presentations.

Course schedule:

Week Due	Topic	Assignments
1/15	Course Overview	
1/17	Intro to Modern Dance	Reading (10 pages)
1/22	Intro to Modern Dance	Reading (10 pages)
1/24	Intro to Modern Dance	Reading (10 pages)
1/29	**Group Reflection 1**	
1/31	Mechanics and Wave Motion	Reading (10 pages)
2/5	Mechanics and Wave Motion	Reading (10 pages)
2/7	Mechanics and Wave Motion	Reading (10 pages)
2/12	**Group Reflection 2**	
2/14	Intro to Sociology	Reading (20 pages)
2/19	Intro to Sociology	Reading (20 pages)
2/21	Intro to Sociology	Reading (20 pages)
2/26	**Group Reflection 3**	
2/28	Chemistry	Reading (10 pages)
3/5	Chemistry	Reading (10 pages)
3/7	Chemistry	Reading (10 pages)
3/12	SPRING BREAK	
3/14	SPRING BREAK	
3/19	**Group Reflection 4**	
3/21	Victorian Era Literature	Reading (20 pages)
3/26	Victorian Era Literature	Reading (20 pages)
3/28	Victorian Era Literature	Reading (20 pages)
4/2	**Group Reflection 5**	
4/4	Intro to Psychology	Reading (10 pages)
4/9	Intro to Psychology	Reading (10 pages)
4/11	Intro to Psychology	Reading (10 pages)
4/16	**Final Group Reflection and Final Project Overview**	
4/18	Work on Final Project	
4/23	**Final Project Presentations**	
4/25	**Final Project Presentations**	Final Reflection Paper

Feedback from testers:

Tester 1:
I wonder what subject area this class would count for? I feel like this would be a good required intro class - like instead of fys. It definitely seems like a cool way to get a taste of different disciplines without having to commit to a full class. It kind of reminds me of the block plan. I really like the emphasis on connecting them all!! I feel like it would be mainly first years in the class - maybe you could change which subjects are included each semester the class is offered so people can try to choose a semester where everything would be new to them. I also worry about only getting 2 weeks of a subject because often intro classes are pretty boring, so students might not get a great understanding of what that subject is like… but you could just make sure the professors adapt their section to be like “best of” this topic or intro in an interesting way.

Feedback on app: creative idea I would not have thought of! I like how it is site specific. I think it’s more fun and entertaining to have the people say little facts, and it makes me interested to learn more about different disciplines, but it definitely does not go into depth about each discipline. I think of it more as something to get you curious or interested and less of actually learning about that subject, like the class would. I also wonder if people would actually use it… seems like the kind of thing that’s fun for one time. Its kinda cheesy in more of a funny way

Tester 2:
I think the class idea is super cool to learn about dif topics/disciplines in one class. I was a bit confused about how the groups would work (would ur group study one thing and then share at the end or would each group have one class in each discipline). Also curious about your word choice of cohort. Also curious about your choices of class, i would maybe like to know like the goal of connecting these topics and of working in groups as you have outlined. Like a section that outlines course goals/outcomes or/and more specifics about types of readings? What are the dif curriculum paths? In general super cool idea and i’m excited to see how it turns out!

For the app: I think it is a cool idea and i am so into the like sharing of knowledge from dif points of view. Also super into interactive media. I think you will have to be careful to not make the videos too cheesy or like educational in a too obvious/expected way. Is the purpose of these videos to learn new information or to understand how dif majors see things differently. Because if it is not about knowledge then I think making the answers even more specific to the major and more complex rather then basic would be cool. But if it is about the info learning then I think describing it more would be cool.