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# LEARNING AND SEX: A Report on the Analysis of Single Sex Sections of First Year Seminars at CSB/SJU, 2014-15

Patricia Bolaños-Fabres  
Sucharita Sinha Mukherjee

## INTRODUCTION

Considering that as recently as 2014, school girls Chibok, Nigeria were abducted by Boko Haram, a Muslim fundamentalist terrorist group, one has to wonder about the correlation between the access to education, equality, safety, and opportunity. The College of St. Benedict and St. John's University are private Catholic liberal arts institutions whose students enroll in single-sex institutions, but are provided co-educational learning experiences in the classroom. This hybrid structure permits the exploration multiple aspects of a gendered education. Given the opportunity this structure offers, the researchers of this project aim to study the First Year Seminar (FYS) experiences of student enrolled in single-sex FYS section in the 2014-15 academic year. By reviewing direct (essays) and indirect (focus group discussions) sources for assessment from sex-segregated FYS classes this project attempts to develop a better understanding of the influence of the learner's sex in their learning experience.

Access to tertiary education for women in the United States became truly available in the 1970s when Ivy League universities permitted women to enroll. Since then, great advances have been made in American women's pursuit of post-secondary education and according to the US Census, in 2015, 60% of females above the age of 25 completed postsecondary education in contrast with compared to 57.6% of their male counterparts<sup>1</sup>. It would seem that, at least on the basis of this data, women may have successfully found a way to overcome the challenges of the past when it comes to inequity in the access to education. The 2010 data from United Nations Educational, Scientific and Cultural Organization indicates that that the number of female students in higher education worldwide has almost doubled since 1970. While a "rising number of women are pursuing higher education does not mean that here are fewer opportunities for men. The growth in female enrolment partly reflects the changing values and attitudes related to the role and aspirations of women in society that are the legacy of social changes in feminist movements which emerged globally in the 1960s and 1970s."<sup>2</sup> However, increased female representation in higher education seems to have had a rather modest correlation with their representation in the labor market (which seems to decreasing in the United States overall), the gender wage gap as well as the presence of women in leadership roles both in the private sector as well as in public life and political representation. All of these gender based differences have been attributed to varied factors ranging from their choices of majors to relative lack of self-confidence to women's traditional family roles.

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<sup>1</sup> National Center of Education Statistics, Digest of Education Statistics  
([https://nces.ed.gov/programs/digest/d15/tables/dt15\\_104.30.asp](https://nces.ed.gov/programs/digest/d15/tables/dt15_104.30.asp))

<sup>2</sup> "Women in Higher Education" Interview with Chioo-Ling Chien, a UIS data analyst. UNESCO (2010) Web. 28 October, 2016.

Educators and researchers are continuously engaged in understanding these trends, which at first glance, appear counter intuitive (given the huge strides made by women in tertiary education) and have accordingly experimented with “solutions.” Among these well-meaning attempts was the creation of single sex instruction with the hope of fomenting more confidence among to girls and subsequently enhancing their learning. These two aims were widely proposed as motivating factors in the choice of career paths and, in turn, choice of majors and minors in college. But one might ask if single-sex instruction benefits both women and men?

There seems to be a wide difference of opinion as to the gains that sex-segregated classrooms can provide. On the one hand, the Organisation for Economic Co-operation and Development (OECD) suggests Math Anxiety (which in turn is linked to non-STEM major choices) may be higher for female students<sup>3</sup>, on the other hand Teresa Wisner’s research on the matter proposes that “single-sex education may still be beneficial to women in ways that co-education is not”<sup>4</sup> and cites that single-sex colleges foster non-traditional career paths, provide more female role models and mentors, provide leadership opportunities, and establishes supportive learning settings. Sociologist Michael Kimmel dedicates an entire chapter of his book *The Gendered Society*<sup>5</sup> to the issue of gendered education and proposes that there is inconsistent evidence supporting sex-segregation and critiques single-sex classrooms to the extent that they do not provide students with a realistic representation of the world around them. Emer Smyth’s 2010 summary of research on single-sex education across English speaking countries indicates that though there is little consensus on the advantages of single-sex education, there “does appear to be, at least, tentative evidence that attitudes to subject areas may become more gender-stereotyped in a coeducational setting.”<sup>6</sup> There is however scholarship to suggest that good education and equitable teaching practices benefit both sexes as “Separated by Sex: A Critical Look at Single-Sex-Education for Girls” (1998) posits as long as it also comes with small class sizes and a focused academic curriculum and this study along with all others concur that some single-sex programs seem to promote the pursuit of STEM among girls.

## THE CSB/SJU MISSION FOR STUDENT DEVELOPMENT

It is very clear that the institutions aspire, through its curricular and extracurricular offerings, to forming graduates that are informed, caring, and solicitous about the common good. Both colleges are careful to nurture the strengths its students and aim to support their potential (CSB) and social development (SJU). While the needs of the college-age female and male may be different the mission of the colleges also differ a bit in what they hope to achieve.

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<sup>3</sup> Gijbert Stoet, Drew Bailey, Alex Moore and David Geary (2016). “Countries with Higher Levels of Gender Equality Show Larger National Sex Differences in Mathematics Anxiety and Relatively Lower Parental Mathematics Valuation for Girls.” PLOS, April 21.

<sup>4</sup> Teresa Wisner, “Why Women’s Colleges?: Reassessing the Benefits of Single-Sex Higher Educations for Women” (2013) *Honors Thesis Collection. Paper 106*. Wellesley College Digital Scholarship and Archive. Web 28 October, 2016.

<sup>5</sup> Michael Kimmel (2012). *The Gendered Society*. Chapter 7. Oxford University Press.

<sup>6</sup> Emer Smyth, “Single-sex Education: What does Research Tell Us?” *Revue Française de pédagogie* 171 (avril-mai-juin 2010): 47-55. p. 52-3.

In its mission CSB claims to foster not only an integrated learning experience, but also leadership for change so that – as its vision for the future states – women will be prepared “to think critically, lead courageously, and advocate passionately.” As the college looks to the future, it hopes to “transform and empower young women to live their lives with integrity and purpose, utilize their voice with confidence and compassion, and engage diverse perspectives and peoples, inspiring them to reach their full potential” (Strategic Directions 2020). SJU’s mission declares that it prepares its students “to reach their full potential and instilling in them the values and aspiration to lead lives of significance and principled achievement” and in its vision for the future it plans “to inspire undergraduate men to new heights of intellectual, spiritual, physical and social development.” In addition, SJU affirms its commitment to the Benedictine tradition and its values of: community, openness, respect, depth, sacredness, and passion. Like other men’s colleges, such as Wabash and Morehouse, SJU emphasizes the role of achievement or leadership as well as personal character or social growth.<sup>7</sup>

Therefore, the focus on intellectual and personal development of men seems to be a concern for men’s colleges while women’s colleges seek to develop agency. In our research it appears that only Barnard, specifically attends to the issue of gender as a matter of not only student need but also as a societal challenge. While CSB aims to empower students to become advocates for change, it isn’t quite clear what kind of change. Unlike Smith College, for example, which “links the power of the liberal arts to excellence in research and scholarship... to address society’s challenges” or Barnard’s mission which “embraces its responsibility to address issues of gender in all of their complexity and urgency, and to help students achieve the personal strength that will enable them to meet the challenges they will encounter throughout their lives.” As CSB/SJU revamp their common curriculum to meet the plan set out by the strategic directions 2020, it will be important to address the way in which gender informs the identity of each institution and how the common curriculum incorporates this to in the FYS experience.

Does the nurturing environment present at CSB outside the classroom enhance the learning experience of college age women in the classroom? Does a single sex (SS henceforth) FYS benefit student learning, confidence, and critical thinking? Does the male-only FYS permit students broader opportunities to create bonds and camaraderie that permit discussions of contentious and personal nature? By examining the outcomes in writing/research and single-sex outcomes we may be able to at least partially answer these questions.

The study which we undertake here centers on this very issue. Given that the students have a single-sex residential experience by virtue of their enrolment locus, does single-sex academic experience enhance their learning? Does the nurturing environment present at CSB outside the classroom enhance the learning experience of college age women in the classroom? Does a single sex FYS benefit student learning, confidence, and critical thinking? Does the male-only FYS permit students broader opportunities to create bonds and camaraderie that permit discussions of contentious and personal nature? This is what we shall attempt to answer by

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<sup>7</sup> Wabash College’s Mission states that it “educates men to think critically, act responsibly, lead effectively, and live humanely while Morehouse College’s Mission strives to “develop men with disciplined minds who will lead lives of leadership and service...[It] realizes this mission by emphasizing the intellectual and character development of its students.”

examining the FYS class of 2014-15. By examining the outcomes in writing/research and discussion we may be able to at least partially answer these questions.

## HISTORY OF FYS

Based on the information gathered from Julie Gruska, Registrar, and Ken Jones, director of Common Curriculum (2007-2011; 2014-15) and Assistant Dean for the Common Curriculum (2011-14) on what has come to be known as the First Year Seminar began as Freshman Colloquium (CQ 100 and 101) at SJU in the mid-1970s and was mandatory for students by the late 1970s. These courses were for SJU students only. Both courses were 4 credits each semester, for a total of 8 credits required. This course looked like the current FYS in that it was a year-long, writing intensive course with the faculty member as advisor. Then as now, the faculty member chose the course content. Since it was an SJU requirement, the courses were single sex. CSB at that point had its own separate requirement, required Expository Writing (Composition - 4 credits) and Interpersonal Communication (2 credits). Beginning 1975, CSB required ENG 111, Intro to Literature, for 4 credits. This course was limited to CSB students only.

When the CSB and SJU curricula fused in under the Core Curriculum in 1986 the mid-1980s, the course was renamed Symposium. Under this revisions, all students were required to complete Core 100 and 101, First Year Symposium, both fall and spring semester. These courses were half CSB and half SJU students. Both courses were 4 credits each, for a total of 8 credits required. The rest of the Core Curriculum was approved and implemented over the following years and added the goals of discussion skills and oral presentation to what had been the SJU model, but otherwise remained the same in terms of being writing-intensive and year-long.

As the colleges discussed revisions to the Common Curriculum over the decades, there were suggestions that FYS be reduced to one semester (promoted strongly by one Academic Administrator), or that it be taught in departments as their introductory course. Although these options received serious consideration at points, the basic mid-1980s model prevailed. In the most recent iteration (the current Common Curriculum), the learning goals from Exploring the Human Conditions were altered somewhat in an attempt to differentiate the two semesters, and the JFA resolution included a long and unwieldy dictate about what was to be done and when.

By 2007, the Common Curriculum was implemented and the course became FYS 100 and 101, First Year Seminar. Both courses are 4 credits each, for a total of 8 credits. The courses are half CSB and half SJU students.

The leadership of FYS has varied. At times, there was an Academic Dean who at least in theory was responsible for FYS and the rest of the Core Curriculum. CSB/SJU also had a couple of interludes where a faculty member was given some re-assigned time to supervise all of the Core, including FYS. The most common approach was have someone - most often the head of the Writing Center - lead FYS only with minimal re-assigned time.

Prior to the creation of the Common Curriculum, the only assessment for FYS done employed brief essays that students wrote at the beginning of the year and then again at the end. The pre-post approach made sense in theory, but there were multiple problems in practice. First, the essay topics were pretty generic, so there wasn't much opportunity to display critical thinking. Second, they were done in class, so they reflected draft quality. Third, there was no

requirement that this work count toward the course grade, so students, especially in the spring, put minimal effort into the work. Fourth, the review looked at documents from a relatively small percentage of the sections. Fifth, the assessment was done holistically, with a single score, so there was no way of understanding what areas were done well. Sixth, the results were not communicated to the faculty in any structured way.

## **MOVITATION TO OFFER SSS OF FYS**

In an interview during the Fall of 2016 with Dr. Kenneth Jones, past Director of the Common Curriculum and Kyhl Lyndgaard, present Director of the Writing Center and FYS, we learned that the motivation to create sex-segregated sections of FYS came in the light of the growing studies that pointed to the beneficial effects of learning in a single-sex environment in K-12 as well as college level instructions for student performance. Dr. Jones' decision to experiment with a few sections of FYS were also precipitated by his daughter's experience at Mount Holyoke. Initially, this experiment began with a female section of FYS to which a section for males was added and after four years, a time upon which a balanced population of students between the two schools was achieved, more sections could be created with equitable number of enrolled students for each.

From our discussion with Kyhl and Ken, there appeared to be no apparent institutional rationale for the creation of SS sections of FYS, but both these administrators (especially Ken who had provided leadership to start this initiative) as well as the SS instructors who we also interviewed (as elaborated below) seemed to be a consensus that their interest in limiting enrolment to their courses to one sex was based on their belief that one of the following components were of importance: a) creating a sense of community; b) developing a relationship between instructor and students; or c) allowing students the opportunity to freely express their views on topic that are specific to their sex.

## **HISTORY OF FYS ASSESSMENT**

The assessment of FYS at CSB/SJU began in: September 2006 the Joint Faculty Assembly approved revised goals for First Year Seminar (FYS) that included the ability to "apply clear thinking and communication skills," as well as to "establish patterns of life-long learning and to seek and integrate knowledge of self and the world." The JFA resolution spelled out a number of specific manifestations of the thinking/communication goal, but offered little indication of what behaviors would indicate successful achievement of the latter goals. We have not therefore not attempted a formal assessment of the broader, more aspirational goals in the second set though we have developed a program-wide assessment of writing, critical thinking, information literacy, and discussion. Assessment of public speaking has not moved beyond individual faculty evaluation, but we have provided training on how to teach and grade that skill.

FYS typically involves approximately 50 faculty teaching more than 60 sections each semester. This size, and the reality that instructors are drawn from across the institution, creates inherent difficulties in maintaining consistency. And in turn, too much variation makes it much more difficult to measure the ability of students to achieve key learning goals. For this reason, our

use of direct measures of student learning was accompanied by efforts to create a cohesive faculty with shared objectives.<sup>8</sup>

Performed in this backdrop, assessment results from SS FYS sections are discussed in detail below.

## DATA DESCRIPTION

Data for the project was collected with the help of Ken Jones and Laura Schmitz who shared with us documents including surveys and assessments on writing and discussion skills of FYS 2014-15 sections and also provided us access to the SharePoint files.

There were a total of 58 Sections of FYS offered in 2014-15. Of these, there were a total of three SS FYS Sections offered. These were 100-01 (John Kendall); 100-05 (Shannon Smith) and 100-06 (Betsy Miller). Additionally, H100-01 (Cindy Malone) and H100-06 (Nairn/Crumley/Zheng) were two Honors SS FYS Sections, which were also offered. Our analysis below pertains to the regular sections only and they are henceforth referred to as SS FYS Sections.

We started by looking at the available data on SS sections already collected by the Common Curriculum Office. There were a total of 856 students enrolled in the spring 2015 FYS Sections according to data from the Registrar’s office. The three SS Sections being analyzed here had 45 students, just 5.25% of the total. Though much of the data pertained to *all* regular FYS Sections, we could analyze this available data to get a sense of how students in SS FYS classes fared.

## ANALYSIS OF AVAILABLE DATA FROM SS SECTIONS

*Table 1: Summary of Assessment of Student Writing from SS Sections<sup>9</sup>*

Section	Ability to present a clear argument	Ability to address different points of view	Ability to use evidence to support the author’s claims
A	7	7	7
A	7	7	4
A	7	7	4
B	4	4	4
B	4	4	4
B	4	4	4

*Note: 7 indicates acceptable; 4 indicates unacceptable*

*There was no paper assessment from one of the SS Sections we are analyzing in this paper.*

*Table 2: Summary of Assessment of Student Discussions from SS Sections*

<sup>8</sup> Ken Jones, “History of First Year Seminar Assessment, 2007-2015” Report, 2015.

<sup>9</sup> Essays were examined by the assessment committee under three criteria: ability to present a clear argument, ability to address different points of view, ability to use evidence to support the author’s claims.

Section	SS Section A (16 Students)		SS Section B (16 Students)		SS Section C (16 Students)	
	Beginning of Semester	End of Semester	Beginning of Semester	End of Semester	Beginning of Semester	End of Semester
Participates in the discussion by making relevant statements	2.63	3.31	3.19	4.33	2.94	3.25
Makes Contributions that reflect critical reading/preparation for class	2.69	3.31	3.31	4.20	2.88	3.50
Appropriately challenges the accuracy, logic, or clarity of statements made by others	1.63	2.50	2.00	3.93	2.06	2.88
Shows respect for others' statements	3.00	3.06	3.31	4.67	3.00	3.38
Invites contributions of others	1.50	2.63	1.56	3.87	2.44	2.88
Furthers the discussion	2.56	3.31	2.63	4.33	2.63	3.13

*Note: Scale 1-5 (1=unsatisfactory, 3=satisfactory, 5=excellent)*

Table 1 summarizes the results from the final paper (essay) assessment, provided to us by the FYS office. The assessment was based on 3 papers from each section and since one of the sections (Section 01A) was missing from the data provided to us, we have summarized data on the remaining two sections only. As is clear-there seems to be little discernible excellence in the final papers assessed from each of the Sections. Student performance seems to be scattered and the sample both in terms of the number of student papers analyzed and the number of SS sections analyzed is very small. Table 2 presents the discussion assessment scores from all the three SS FYS Sections under study. 16 students were assessed from each section and Table 2 presents the average scores from each Section showing results at the end and beginning of the semester. It is clear that discussion results improved considerably between the beginning and end of the semester, in each of the Sections. On an average, as per all the metrics, there was a minimum of 20% improvement across Sections. For Section B the average improvement was over 68% for all the metrics.

We had initially hoped to add to these assessment results, our own assessment of student essays, based on a rubric designed by us, but decided not to do so for three reasons. First, based on our discussions with SS faculty, Ken Jones and the students (supported by Table 2), the real benefits to students in SS FYS classes seems to have been in terms of intangibles such as camaraderie, bonding, self-confidence and awareness which may not be reflected in an improvement in academic writing. This was also noted by the Chairs of the QI in their feedback to our draft report. Finally, there were time constraints which made us decide against re-assessing essays and instead concentrate on direct communication with faculty and students involved in the SS FYS classes.

## **SELF-EVALUATION OF EXPERIENCES: ANALYZING THE INTERVIEW RESPONSES FROM INSTRUCTORS AND STUDENTS**

Given the breadth of quantitative data available from SS FYS classes, and based on our conversation with Ken, it became amply clear that the available assessment data would not be adequate for us to comprehensively understand the impact of SS FYS sections on students and therefore comment on possible recommendations. As mentioned before, the benefits to students seemed to be in terms of “intangibles” and we accordingly attempted an understanding of these benefits through a two pronged analysis- a) interviewing the three instructors who had offered SS FYS Sections in 2014-15 and b) analyzing the responses from the SS FYS student self-evaluation surveys shared with us by the FYS office *and* the feedback we obtained by interviewing small focus groups of students who had been part of these classes.

### **What the teachers say:**

In May 2016, we interviewed the three instructors who had taught FYS classes. Notably, the two instructors teaching female only SS sections were female and the instructor teaching the male only class was male. The interview questionnaire is included in Appendix 1.

### *Background:*

All three instructors were invited to teach these classes and none of them had the experience of teaching SS classes before. One of them noted looking forward to the experience of teaching a gender focused topic to a young group of single sex students and looked forward to “different conversations.” On analyzing the responses of instructors regarding their expectations prior to teaching the class, their responses at least in two cases suggested that they had gendered expectations- for example one of the instructors of the female section expected the students to be more comfortable in communication in a SS setting while another instructor teaching a section for males deliberately chose to teach the class earlier in the day to emphasize issues such as timeliness, suitable dress and etiquette, all important learning components for college attending men.

### *Topic Selection:*

As far as the topics of classes are concerned, one of the three SS FYS Sections we analyzed had a topic explicitly involving a gender theme but a review of the course syllabi evidently shows gender to be a central theme in all three classes. All three, Fall and Spring semester syllabi are included in Appendix 4. Even the instructor who chose a gender focused theme in her class mentioned that she chose her readings keeping in mind the gender composition of the class and then reinforced the learning through assignments, discussions, papers, interviews and research. One of the remaining two instructors noted that he approached the topic from a gender perspective in his male SS section and more than 50% of the class focused on a gender related discussion and the third instructor noted that even if the topic of her female SS section was not explicitly gender based nearly 75% of the readings, writing and discussion focused on gender-related topics such as beauty or race or power primarily including the perspective of female writers for the most.

All three instructors noted that they had taught mixed sex FYS sections either concurrently or at some point in their career. In terms of designing their SS FYS section, none of the instructors changed teaching methods to teach in a SS class while two noted that the content was especially geared to an SS class. Of these instructors, both teaching the female only sections, one noted that incorporating gender themes was essential to her teaching.

In facilitation of discussions the gendered conduct of the classroom was apparent- for example the instructor of the male only section noted relating to students as he would to his son and “poking at students in a fun way” a level of camaraderie that would be difficult in a mixed sex classroom. Another instructor, of a female only section encouraged the students to think of their responses relative to the counterfactual of being in a male only section- prodding them to ponder that if males were in the class how would the discussion be different?

#### *Experiences and Student Performance:*

Interestingly, most of the instructors felt that that student performances in terms of grades were not very different in the SS vis-à-vis the mixed sex sections. The usual challenges of uneven performance in FYS remained in the SS classrooms. In fact, the instructor of the male only FYS class felt that the overall GPA may have been slightly lower in his class as women usually performed better to pull the average of mixed sex classes upward. Again one of the instructors of a female SS class felt that better performance reflected individual student skills rather than the experience of being in a female only class.

On the other hand, all three instructors felt that a definite gain to students seem to have come from the quality of the discussions facilitated in each class. These differences also seem to line up well with the literature which suggests that women and men educated in mixed gendered settings are likely to internalize the cross gender dynamics of the classroom- a SS environment may help counter that piece and enhance the learning environment. For example, the instructor who taught the male SS FYS class felt that discussions in this class were different compared to the mixed sex class as in the latter “boys (were) being led by girls” implying that women were more likely to know the answers and men often followed through. In contrast, the SS sections men had to work harder on average and therefore were able to get more from the classes and in many cases they forced each other to engage in participation. Both instructors of a female only sections shared that students definitely were able to share more with each other, the quieter female students spoke out more and the students themselves took over the discussion more compared to mixed sex sections. They both noted that students seemed to be more engaged in class and were comfortable in asking questions as well as receiving input and the classroom participation was more balanced. One of these instructors commented that female students were more “willing to be smart” compared to a mixed-sex classroom and provided the anecdote of a student who was more responsive in her FYS class compared to a (male-dominated) mixed sex upper division class she was later part of with the same teacher.

All the instructors explicitly mentioned that minority students were more comfortable in the SS classes and their presence made the learning experience richer. The instructor whose class had an explicit gender theme felt that the classroom environment was certainly enhanced by a diverse student body where students of color could educate and make aware the white students and the class could discuss topics of intersectionality (is it harder to be a female or black?). But

of course we should also remember that these students, particularly in the female sections may have self-selected to be in these classes.

The fact that true student benefit was in terms of “intangibles” is further reiterated by the fact that all three instructors were unanimous in their observation of the SS FYS experience facilitating deep and lasting bonds between the students as well as between the students and the instructor. The instructors of the female only sections noted in particular that students were extremely excited to come to class. All three instructors noted their willingness to teach a SS FYS section and to our knowledge at least two of them have been consistently offering these classes which reflects their high level of satisfaction from them.

### **What the students say:**

The FYS office shared with us post FYS student surveys conducted among SS FYS students. While this was important information, we also wanted to follow up with some of the students who were in these sections. To this end, in November 2016, we interviewed two groups of students from female and male SS FYS sections. We asked students the same questions but interviewed the females and males separately. We were able to interview four female students, all from the same female FYS section and two male students. While, our sample was small, given the short time frame, it was impressive to note the remarkable fondness with which every student recalled their experiences and the near parallels in their experiences irrespective of gender. It was also very important for us to find consistency of our focus group responses, conducted more than a year later with the survey responses conducted in 2015. The survey administered to SS FYS Sections in 2015 and our Focus Group questions are included in Appendix 2 and 3. In this section we will present summary analysis of student experiences based on both these instruments.

#### *Background and Expectations:*

Students opted for the SS FYS sections at admission and some recalled checking a box to indicate their willingness to be part of such a section. There were parallels between the focus group interviews and the information from the surveys. Some students from female as well as male SS sections noted that their desire to participate in a SS FYS Section stemmed out of their prior positive experiences of such classes in high school. The other students either were intrigued by the idea especially because of the gender related topics (female students in particular) or fell into it not knowing what to expect. There did not seem to be any apparent regret from being part of the class. Students of both sexes felt that the class would give them a comfortable safe space to share information in discussion-based classes and in the course of interviews students of either sex frequently used the word “trust” to define their expected environment comprised of students of similar sex. Female students noted that they expected to be more open in class relative to a mixed sex class but male students seemed more expressive about the benefits of an SS class in terms of discussions. For example, in the FYS survey, multiple male students noted that a SS environment facilitated and enabled better discussions by allowing men to discuss issues they would be hesitant or reticent to discuss in a mixed sex setting and in our focus group interview, one male student who had been in the all-male high school class expected this class to be much like his high school experience where discussions could be more open ended with more issues related to gender could be addressed compared to mixed sex classes. In the FYS surveys one male student was particularly expressive about the

benefits of being able to concentrate better in an SS environment comprising of “guy time” where he could speak without being “judged” or not have to dress to “impress girls”.

### *In-Class Experiences:*

Both in the surveys as well as in the focus group interviews, irrespective of sex, students noted that the richness of discussions and the classroom dynamics were critical for their in-class experiences. The level of discussion was more than what would take place in a mixed sex setting and it seems that students of either sex felt more relaxed and comfortable participating in discussions in a classroom where they would not be subject to judgement from the opposite sex.

Both groups of students immensely benefitted from the in-class conversations on topics involving gender and the SS nature of the classroom helped each of the sexes understand issues particular to their own gender in a deeper way without being constrained by the presence of the other sex. For female students- the benefits came from talking about issues such as beauty and other “embarrassing topics” which pertained to their gender and from understanding how femininity was constructed differently from masculinity but how that understanding that construction could help them understand the world better. Most responses from the survey for male students broadly concurred with the opinion of the female students. Students found themselves looking forward to class, engaging very well with classmates and had positive experiences on the whole. The male students we interviewed repeatedly noted their comfort in being able to speak of issues related to their gender- in a safe non-judgmental atmosphere. They reiterated the immense value of those classes for self-discovery of their masculinity (“how to be a better Johnnie) as topics “naturally” veered to gender and one student noted that he learnt more he did during his GEND class that he took for the common curriculum. They felt that the class taught them how to interact with other men and engage in serious conversations with men in a way that they would not have learnt in an alternative social setting. So rather than teach them specific implications or issues related to gender as a course on Gender Studies would have, the benefits of these classes seems to have made students more gender aware and conscious about the role of the other sex.

All students felt that the SS FYS class was an important part of their first year experiences. For the male students, the parallels of experience among their male peers within the classroom provided a learning experience based on a deeper connection with each other. They looked forward to class and felt upset at the prospect of missing class (though scheduled at 8am). The female students noted having found support and a sense of community within the classroom. The level of bonding in the SS FYS classes as noted by both groups of students, went beyond that explained by a small class setting- it was to do with shared emotions within the classroom. In response to a specific question in the SS survey which asked students to compare between their FYS experiences and the experiences of other students they knew of in mixed sex sections, they felt that the level of connection they had with their FYS class and the positive experiences they had were both possibly higher than that experienced by other students in mixed sex classes. A vital element in this bond definitely stemmed from being able to speak of common gender related issues in the class. This latter they believed, was a definite plus over the experience of students in mixed sex classes many of which may have covered topics which did not have direct bearing with the students’ lives. Male and female students noted that could not

only bond with each other within the classroom- share a space with those with who they shared vital life experiences- but the classroom was made richer because of the bond with their instructor. Students of both sexes strongly felt that the classroom environment was made more effective and richer because of the commitment of the instructor. One female student in particular noted that this experience made her aware of the close personal connection professors have with students in the CSB/SJU community and how this was different and more comforting than the experience of anonymity in her high school. The male students noted that the instructor was more of a mentor for them and a guide.

*After Thoughts:*

The students we interviewed were from traditional and non-traditional majors- the males from ECON and MUS and the females from ELED/MUS, BIO/PSYCH, ENGL/SELED and SOC/PSYCH. None of the students felt that the FYS sections influenced their subsequent decisions- such as choosing a major. Some had decided from before and some chose majors later. Both groups of students did note that the FYS classes had helped them learn to write papers and analyze issues. The female students in particular noted having kept their research papers from FYS as references to look back at (this could however relate to the fact that CSB students on average are more focused) and that the FYS class had given them confidence for public speaking. However, they were unanimous in feeling strongly about the SS FYS section being an important part of the CSB/SJU experience in terms of the confidence these classes instilled in them.

In our interviews and also from some of the survey responses we found that all students felt that being part of a SS FYS section had given them a sense of a learning community in their first year of college. They looked forward to the FYS meetings (something which all students pointed out was atypical of student responses to FYS classes) - met out of class and formed intimate relationships forged through sharing material in class. The female students felt that the benefits of the class extended to them bonding better during their first year and staying connected through the years. The gender conversations especially struck a chord with the male students who felt that they learnt a lot of about gender expectations and perceptions and the class had given them an opportunity to discuss serious gender related topics which they could not have done in the absence of an academic setting with an instructor to guide them and be intentional about teaching them gender issues. They felt that through self-discovery, the class had equipped them with skills to interact with not only other Johnnies but also with Bennies. The female students too felt that being in the SS FYS class gave them skills to understand and navigate the gender dynamics at otherwise coeducation settings. In this way the class helped develop a perspective on masculinity and femininity they would not have developed otherwise and gave them confidence as students.

All students we interviewed and many students who responded to surveys strongly believed more CSB and SJU students should get the opportunity to participate in SS FYS classes. It was interesting that almost all the female students who were surveyed and as well as the students we interviewed were unanimous about extending the scope of SS FYS classes and felt that females would be more inclined to join SS FYS classes. Though some of the male students seemed less keen about SS sections in the survey the SJU students we interviewed felt that if offered, SS FYS sections would be welcomed by more students. The male students even

suggested more SS classes in upper division common curriculum classes such as THEO or ETHICS where students could potentially be engaged in political discussions. Some of the survey responses also noted the need for more SS classes at SJU.

## MOVING FORWARD

Our study at best is a starting point into the understanding the correlation between learning in tertiary education and sex segregated learning environments. Our final recommendations fall short of what we intended to accomplish primarily due to the hurdles experienced in getting comprehensive data despite sincere support from Laura Schmitz and Ken Jones. We realize that moving forward, the collection of targeted data is critical for a thorough assessment of the efficacy of SS FYS Sections. This becomes particularly relevant as the faculty prepare to change or revamp the general education component of our curriculum, critically focused on facilitating better student learning through providing common experiences.

One of the implications to come from this project-which must also be on the minds of all faculty as we develop and implement a new general education curriculum and a new First Year Experience for our students—is the immense “need” our students have for gender education in a gender segregated safe space. Given the almost negligible opportunity for high school students to engage with the distinctive identity related queries that can be addressed through sex/gender education, the transition into college becomes increasingly more challenging as they need to grapple with other sexes and genders inside and outside the classroom, and conduct themselves appropriately as adults. Fortunately, the CSB/SJU setting of two same sex schools under one curriculum and mission allows us the perfect mechanism to provide support to our students. Our preliminary work amply illustrates that the SS environment, with committed and experienced faculty can provide extremely valuable settings in which students find safe spaces for learning gender, asking questions and feeling comfortable in internalizing, and sharing experiences with each other under the guidance of instructors. We believe that several CSB/SJU faculty would welcome that idea of teaching a sex-segregated FYS class if they were made aware of opportunities and these opportunities were broadened<sup>10</sup>.

While the common curriculum does have a gender requirement, students are not required to take it early in their college years and can postpone that class to as late as the last semester of college. Furthermore, the classes that fulfill the gender requirement for the Common Curriculum do not offer to them the possibility of open discussions, questioning and self-discovery essential to address the concerns of our first year students, many struggling with issues of gender and intersectionality with race/class—which could be effectively be addressed in a SS FYS setting. Students note the positives of experiences organized by Student Affairs in their dorms but the First Year Experience we believe can prove to be an opportunity to further student learning by addressing gender within a classroom even as students attend multiple mixed sex classes simultaneously. Male students interviewed in this study, for example, noted the benefits of addressing gender related topics in the safe space of a SS classroom where students did not have to worry about their comments being construed as offensive (by the other sex). This, in our opinion, would also facilitate the FYS to serve as a bridge between the knowledge gained from the academic components and the non-academic experiences of campus life. The integration of what students learn in the classroom with what they experience in the dorms, gym, parties, dates can be more successful when this intersectionality occurs intentionally and unhindered.

*Recommendations:*

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<sup>10</sup> One of the instructors we interviewed noted being completely unaware of this opportunity till requested to participate by the FYS Director.

This project will ongoing work for us but based on the information we have gathered from FYS faculty teaching in SS class and SS FYS students we would suggest some recommendations keeping in mind the that suggestions on the basis of approximately 5% of the total FYS sections and 5% of the total FYS students can be considered tentative at best.

1. Increase of the number of SS FYS classes offered each year in incremental steps to reach 30% of total FYS sections by the year 2020. (strongly recommend)
2. Make the option to take a sex-segregated FYS more visible in the electronic admission form as many students aren't aware of this option because they didn't see it. (strongly recommend)
3. Allow current SS FYS instructors to teach more than one section of SS FYS in any one year.
4. Encourage experienced SS FYS instructors to share their knowledge with the broader faculty.
5. Communicate to faculty the benefits of teaching a SS FYS through faculty development workshops.

*Additional research opportunities:*

Having completed what in our opinion is a comprehensive summary of available information and having begun the process of investigation, moving forward we propose to extend this work by collecting and analyzing more data including further information from students who were part of the more recent SS FYS sections, possibly reaching out to a larger group of them and then working towards building effective assessment tools for measuring the experiences of students in the 2017-18 and later cohort. We would also like to spend more time comparing the experiences of these students with those students in mixed-sex FYS classes. Anecdotally, all students we interviewed for this report and also our personal interaction with advisees suggests that the enthusiasm with which these students recalled their FYS might be an exception rather than a rule. While the self-evaluation surveys completed by a larger group of these students supports this view as well, we would certainly like to pursue whether that enthusiasm was due to experiences of these particular students or whether that could be extended to a majority of students participating in SS FYS classes.

Appendix 1:

**SEX-SEGREGATED FYS INSTRUCTOR INTERVIEW QUESTIONS**

*May 4, 2016*

1. Why did you decide to teach a single -sex class?
2. Have you taught a single-sex class before at CSB/SJU/other school?
3. What were your expectations when you designed this course? Have your expectations changes since having taught the course?
4. Have you taught a mixed-sex FYS class?
5. Did you approach single-sex classes differently in terms of teaching methods/facilitation of discussions?
  
6. Was your topic selection influenced by the fact that you were teaching in a single-sex classroom?
  
7. Was gender the topic of your course? What proportion of your course centered on gender? Describe how you integrated gender into the course.
8. How would you rate your teaching experiences in single-sex and mixed-sex classroom classes?
9. What is your assessment of student performance in your single sex classroom?
  - a. Do (fe)male students seem more confident? Do women seem more engaged? Please comment on their participation, preparation, inquisitiveness.
  
  - b. Can you comment on the experiences of minority (fe)male students?
  
10. What similarities and differences do you note in the teaching experience and the student performance between single-sex classroom and mixed-sex classroom if applicable?
  
11. Did you use any instrument to assess learning in the classroom?
  
12. Would you teach a single-sex class again? Give reasons.
  
13. Do you think the colleges should provide additional resources to foster greater use of single-sex classrooms?
  
14. Are there any other items you would like to share about your single-sex teaching experience and the students in these classes?

Appendix 2:

**SEX-SEGREGATED FYS ELF EVALUATION QUESTIONS ADMINISTERED BY THE FYS OFFICE**

*2015*

**Please answer the following open-ended questions. Take as much space as you need.**

Your thoughtful, honest responses would help us a great deal. The more specific you can be in your answers, the better for our understanding (“It was good” isn’t nearly as helpful as an answer that explains what behaviors made it good.)

Why did you choose to enroll in a single-sex section of FYS?

How would you describe the learning environment in your FYS section?

From what you know about coed FYS sections, how would you explain the difference between those sections and yours?

Do you think that being in a single-sex FYS section made you more attentive to the importance of gender?

Would you recommend that CSB and SJU offer more single-sex sections of FYS?

Appendix 3:

### **SEX-SEGREGATED FYS STUDENT FOCUS GROUP QUESTIONS**

*November, 2016*

1. Can you share with us how you came to be part of the single-sex FYS section? Did you know in advance that this was an option available to you? Was it an individual decision or were you placed in the class?
2. What were your expectations from this class? Did the class meet your expectations? Explain how?
3. Would you recommend the single-sex FYS to other students? Why?
4. Was this class different in terms of your experience, compared to your other first year classes? In which way?
5. Did the class make-up influence your interaction with your peers? Your instructor?
6. How did this class influence your personal development? Your choice of major or minor? Other aspects of your academic life?
7. Looking back, did this class enhance your first year experience at CSB/SJU? If so, how?
8. Is there anything you think could be improved in this class?
9. Would you recommend single sex FYS sections be offered regularly and available to more students at CSB/SJU?

Appendix 4:

#### **Syllabus 1**

#### **FYS Fall 2014**

*Beginning Your Reading Life:* What do Katniss Everdeen and Disney princesses have in common, and how are they different? What is your relationship to beauty? In this all-female section of FYS, we will explore these questions and more as we broaden our definition of reading. To better understand today's society – and the place of women in it – we will “read” the different messages we receive about things like gender, beauty, religion, and technology. The importance of reading the world around us cannot be underestimated, for as Margaret Fuller says, “Today a reader, tomorrow a leader.”

The purpose of this course is to develop skills. During this semester, you are going to learn how to think about things in a way that will impress your professors. You will learn how to write in a way that is clear, interesting and thoughtful. You will learn how to discuss in ways that will be useful in almost all of your classes here, and you will learn how to speak so that people really want to hear what you have to say (even if you suffer from the common problem of fearing public speaking more than death). We will master these skills through a variety of methods and assignments, including reading great literature, conducting interviews, analyzing movies, and researching current events topics. Because this class will ask students to engage in deeper thought and clearer writing, the skills acquired here will be applicable in a variety of classes. Maybe you already have these skills, and maybe you don't, but the goal of the class is to move everyone forward from where they are.

This course is participatory and cooperative, meaning every member of the class is expected to be prepared, involved and engaged.

**Assignments:** (Please note: Assignments and their due dates and/or point values may change)

Writing Center Notifications	5/5 points, ongoing	
Discussion 1 (Fishbowl on Gender)	20 points	(2%)
Essay 1 (Reader's Response, <i>Hunger Games</i> )	15 points draft	(1.7%)
	25 points final	(3%)
Essay 2( <i>Hunger Games</i> and Princess Movie)	50 points	(6%)
Presentation on history of slavery	50 points	(6%)
Essay 3 (Persuasive Essay on <i>The Help</i> )	75 points	(9%)
Discussion 2 (The Help exam)	50 points	(6%)
Discussion 3 on Face and texts	50 points	(6%)
Essay 4 (Personal Experience with Beauty)	100 points	(12%)
Discussion 4 on beauty	50 points	(6%)
Essay 5 (Final Essay)	150 points for final	(18%)
Presentation	100 points	(12%)
Participation	<u>100 points</u>	(12%)
	835 total	

A—94%-100% AB—89-93.9 B—84-88.9 BC—79-83.9 C—74-78.9 CD 69-73.9 D—64-68.9  
DF—59-63.9 F—58.9 or below

**Attendance:**

Students will be expected to fully participate in all scheduled events. Failure to participate in a scheduled exam or presentation on the day you are scheduled will result in a 50% drop in your grade. If a medical emergency prevents a student from participating in a scheduled event, the student must provide documentation of the emergency, no matter what the emergency is. Beyond that, students are allowed two unexcused absences for the semester. Any absences, except ones for school-sanctioned events (such as sports or conferences) beyond two absences will result in grade reductions. In addition, arriving late to class will affect your participation grade. If you are having difficulties with attendance, please speak with me as soon as possible. Finally, if you wish the absence to be excused, the proper documentation must be shown to the instructor no later than two class periods after the absence. Note: Family vacations

do not count as an excused absence. In addition, missed in-class assignments due to leaving for a family vacation or leaving early for a break cannot be made up.

**Participation:**

Because it makes class more enlivening and enriching, I highly value class participation. It is worth over 10 percent of your final grade, which means it can effectively raise or lower your grade one whole grade level. With participation, I am seeking both quality and quantity. Not only must you speak in class often, but you must have something valuable and important to say. With this part of your grade, you do not start with 100 points and go down; you begin at zero and work your way up from there. You must earn this part of your grade—so join in and be involved. Obviously, if you are absent, you cannot be participating, but engaging in behaviors such as texting, studying for other classes, sleeping, etc. during class will also result in a deduction in participation points.

**Cell Phone Policy:**

Students will be expected to turn cell phones off prior to class beginning. Interruption from a cell phone (either it ringing or a student checking their phone) will result in a loss of participation points for each occurrence. If you must be available for some reason, please notify me prior to class.

**Plagiarism:**

For the university's policy on plagiarism, please go to the A-Z index on the CSB/SJU homepage. Click on P and then click on Plagiarism.

**Disruptive Student Policy:**

In order to keep the classroom productive and positive, students are expected to give their attention to the instructor and fellow students when they speak. Behaviors that are disruptive or disrespectful will not be tolerated and will lead to a warning, loss of points, and/or possible removal from the class. Examples of disruptive behavior include but are not limited to: texting, entering class loudly or late, entering while someone is presenting, holding private conversations with fellow students during the class session, engaging in behaviors that are insulting, such as reading the paper, doing other homework, etc.

**Policy for Students with Disabilities**

When appropriate, academic accommodations for students with disabilities are available when proper documentation of a disability has been provided to the Academic Advising Office. Please feel free to speak with me or with Tom Sagerhorn, Director of Disability Services about this.

**Late Work/Missed Tests and Presentations Policy:**

Work that is handed in late will be accepted and/or penalized at the instructor's discretion. (In general, I take off 10% for each day that it is late, although I reserve the right to modify this). If a student misses an exam (unless the absence is one that fits my excusable absence policy), the student will be penalized 50%. In addition, if the student does not give his or her presentation on the date they are signed up for, there will be a 50% reduction in the student's presentation grade.

**A Final Note:**

Any other issues that arise throughout the semester that have not been addressed by the syllabus will be handled at the discretion of the instructor.

- Aug. 25                      Welcome, Name Game, How things work, Our theme, etc.
- Aug. 27                      Due: HG (Hunger Games) 1-8  
Due: 200-300 word plot summary (who, what, when, where, and why?)
- Aug. 29                      Due: HG 9-16  
insight)                      Due: Rough draft of Reader's Response (this will go beyond summary to critical  
Content: Is your response grounded in the text? Is it obvious that you are familiar with the characters, the plot, the key themes? Did you offer specifics? (5 points)  
Clarity: Were your sentences understandable and your ideas clear? (5 points)  
Insight: Did you surprise me? Did you make connections that I wouldn't have made? Did you show me how you were thinking about what happened in these chapters? (5 points)
- In class: Naomi Wolf piece  
For next time, interview at least seven women to name women who are powerful and women who are not powerful. At least two of these women must be over 40. Take notes on what you find that is interesting. We will use those notes for discussion.
- Sept. 1                      Due: HG 17-25  
In class – discuss interview findings, write a thesis for your Reader's Response
- Sept. 3                      Due: Reader's Response  
In class – prepare for fishbowl discussion  
Your group will be discussing one of the following questions:  
1). Who has it harder: men or women?  
2). From where do we receive messages about gender? What are the messages we receive?  
3). Are men and women equal in 2013?
- Sept. 5                      Due: "The Lottery" by Shirley Jackson  
Fishbowl discussion  
Assignment: Watch a princess movie (*Cinderella*, *Tangled*, etc.) – begin a rough draft of a three-page essay comparing and contrasting *The Hunger Games* and your movie of choice

Sept. 8 Due: "Sea Oak" and Women and Language  
 Sept. 10 Outdoor activity  
 Sept. 12 Due: Draft of 3-page Princess/HG paper  
 Work Day

Sept. 15 Due: 3-page Princess/HG paper  
 Sept. 17 Library Day  
 Sept. 19 Group Work on Presentations

Sept. 22 Due: Dramatistic Criticism  
 Sept. 24 Dramatistic Criticism/work day  
 Sept. 26 Presentations on the history of slavery and African-Americans  
 Due: The Help 1-6  
 Sept. 29 Presentations on the history of slavery and African-Americans  
 Due: The Help 7-12

Oct. 1 Make the Right Choices Day/How to Write Persuasive Essays  
 Due: The Help 13-19

Oct. 3 No class – meet with me in groups Due: The Help 20-27

Oct. 6 No class – meet with me in groups Due: The Help 28-end  
 Oct. 8

Oct. 10 The Help/application to Dramatistic Criticism  
 Oct. 15 How to write a persuasive essay/ an essay exam  
 Oct. 17 **The Help essay exam**

Oct. 20 How to watch a documentary/Killing Us Softly  
 Oct. 22 Ads  
 Oct. 24 **Due: Persuasive essay topic**  
 Atlas Presentation Due: Prologue to Chapter 2 of Autobiography of a  
 Face  
 Email me a synopsis of these chapters – due by our  
 class

Oct. 27 No class – advising meetings Read Chapter 3-5 of Autobiography of a Face  
 Email me a synopsis of these chapters – due by our  
 class

Oct. 29 No class – advising meetings Read Chapter 6-8 of Autobiography of a Face  
 Email me a synopsis of these chapters – due by our  
 class

Oct. 31 No class – advising meetings Finish Autobiography of a Face  
 Email me a synopsis of these chapters – due by our  
 class

Nov. 3 Due: Goffman "On Facework"  
 Nov. 5 Discuss Goffman/ Autobiography of a Face  
 Nov. 7 **Due: This I Believe Beauty Essay**

Nov. 10: Due: Main points for persuasive essay Mary and Max  
 Nov. 12: Mary and Max  
 Nov. 14: **Due: Rough draft of persuasive essay. Graded work in class**

Nov. 17 Plagiarism power point/public speaking  
 Nov. 19 Public speaking  
 Nov. 21 Graded discussion

Nov. 24 Eve Ensler

Dec. 1 **Due: Final Paper** Presentations  
 Dec. 3 Presentation  
 Dec. 5 Presentation Dec. 8 Presentation

**First Year Seminar 100-06A – Spring, 2015**

**Welcome Back!!**

**Textbooks:**

*What the Dog Saw*  
*My Name Is Asher Lev*  
*W;t*  
*The Sparrow*  
*Rules of Thumb: A Guide for Writers*

**Assignments:**

Handouts	5 random @ 10 points each	50	
Annotated Sources		25	
Presentation on Topic		20	
Asher Lev Presentation Exam			50
Asher Lev Presentation Outline			10
Graded Discussion Lev/Elliott			25
Three pages of paper		25	
Six pages of paper		50	
Emailed synopsis	2@10	20	
Speeches of Tribute		75	
Wit Graded Discussion			25
Rough Draft of Paper		75	
Final Paper		250	
Final Presentation		100	
Participation		<u>100</u>	
		900	

A – 94%-100% AB – 89-93.9 B – 84-88.9 BC – 79-83.9 C – 74-78.9 CD 69-73.9 D – 64-68.9  
 DF – 59-63.9 F – 58.9 or below

**Course Description:**

The purpose of this course is to develop skills. During this semester, the three skills we will work on (as well as continuing the ones we developed last semester) will be public speaking, leading discussions, and constructing a research paper. To that end, we will be giving a number of speeches this semester – some as small as you sharing with the class what your research project will be, some as large as a 15-minute presentation of your final paper. You will also lead class discussions on some of the texts we are reading. In addition, by the end of the semester, you will have produced a 10-12 page research paper, with credible citations, strong research, and consistent and well-written arguments. We will be breaking the paper down into pieces, so the work will be spread out over the majority of the semester.

### **Attendance:**

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Because it makes class more enlivening and enriching, I highly value class participation. It is worth more than 10 percent of your final grade, which means it can effectively raise or lower your grade one whole grade level. With participation, I am seeking both quality and quantity. Not only must you speak in class often, but you must have something valuable and important to say. With this part of your grade, you do not start with 100 points and go down; you begin at zero and work your way up from there. You must earn this part of your grade – so join in and be involved. In addition, if you are absent, you cannot be participating. In addition, engaging in behaviors such as texting, studying for other classes, sleeping, etc. will result in a deduction in participation points.

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### **A Final Note**

Any other issues that arise throughout the semester that have not been addressed by the syllabus will be handled at the discretion of the instructor.

Jan 12 Review of 1<sup>st</sup> semester/Goals/Topics

14 Due: "John Rock's Error" and "Million Dollar Murray" *What the Dog Saw*

Due: Handout on these essays

16 Due: "True Colors" and "Something Borrowed"

Due: Handout on these essays

Due: At least three possible topics

Jan 19 Due: My Name Is Asher Lev, Ch. 1 and 2

Due: Research Question and Thesis Handout

Due: Three possible theses/research questions

21 Due: Lev, Ch. 3-5

Due: Handout on Lev

Due: Handout on Research and Main points

23 Due: Lev Ch. 6-7

Due: Working thesis

Due: Handout on Credible Sources and How to Use Evidence

Bring Computers to Class – Research Day

Jan 26 Due: 5 Annotated Articles

Due: At least 5 possible main points

28 Due: Lev 8-9

- Due: Brief Presentation on Topic  
 Due: Handout on Organization
- 30 Due: Lev 10-12  
 Due: Piece of Art that moves you  
 Due: Working thesis and outline (we will work on these in class)  
 Discussion on Lev and Art
- Feb 2 Due: Lev 13-end  
 Due: 3 pages of your paper  
 In-class workshop
- 4 Due: 3 fixed pages of your paper  
 Watch Billy Elliot
- 6 Finish Billy Elliot  
 Bring computers to class – Research/writing day
- Feb 9 Finish Billy Elliot
- 11 Presentation exams with outline
- 13 Presentation exams with outline
- Feb 16 Conferences
- 18 Conferences
- 20 Due: 6 pages of your paper with changes made to your first three pages  
 In-class workshop
- Feb 23 In-class Research Day Due: 6 pages of your paper
- 25 Due: “What the Dog Saw” and “The Art of Failure”
- 27 Due: The Sparrow 1-7
- Mar 9 Due: The Sparrow 8-13
- 11 Due: The Sparrow 14-19
- 13 Due: The Sparrow 20-24
- Mar 16 Due: The Sparrow 25-28
- 18 Due: The Sparrow 29-end In-class Paper Revision
- 20 In class paper revision
- Mar 23 Rough Draft of Paper Due
- 25 Essay Test
- 27 Due: “Wit” and Public Speaking Day
- Mar 30 Speeches of Tribute
- Apr 1 Speeches of Tribute
- Apr 8 Speeches of Tribute
- 10 No class
- Apr 13 Conferences

15 Conferences  
17 Final Papers Due

Apr 20 Presentations  
22 Presentations  
24 Presentations

Apr 27 Presentations  
29 Presentations  
May 1 Awards Day

## Syllabus 2

### *When I Was a Kid: Youth Culture, Gender, and Growing Up First Year Seminar*

What does it mean to run “like a girl”? How do we know that girls are supposed to wear pink and boys are supposed to wear blue, and who gets to decide? How do those ideas of femininity and masculinity impact us as we grow to be women and men? How do those ideals differ by race, class, religion, region, education, and other cultural and social markers?

This course will explore the contradictions and confusions of growing up in the United States. We will analyze the ways that childhood, adolescence, and young adulthood are constructed and commodified—especially for young women—through advertising, film and television, celebrity culture, novels, magazines, music, and social media. While older generations have complained about “kids these days” as a way to prescribe what children should be and do, young adults have long responded by creating their own youth culture, rebelling against authority, and attempting to change social expectations. From Beatlemania to Bieber Fever, from protest marches to flash mobs, from Miss America to Girl Power, we will connect issues of gender and youth culture to the larger social, economic, and political challenges that young adults face today.



### *What is FYS and why does it matter?*

First Year seminar is designed to help you transition from high school to college and to enhance the skills you will need for success at CSB/SJU and beyond. This course will help you become better readers, thinkers, writers, researchers, and speakers. But most importantly, it will help you become self-directed, life-long learners. How do the people that we learn about or the events that we study shape your own feelings, interests, or thoughts? By connecting the ideas we explore in class to your own life, you may awaken in yourself the desire for new experiences, new goals, or to better understand people who are different from you.

### Learning Goals

Upon successful completion of this course, you should be able to:

- Effectively communicate your ideas through analytical writing, discussion, and public speaking

- Create and critically evaluate arguments using evidence
- Demonstrate effective study skills, including reading wisely, taking notes, and preparing for class
- Understand the changing ideas about femininity and masculinity that are developed in childhood and adolescence, and the effects those ideas have into adulthood
- Use empathy and imagination to view events and media from another's perspective
- Examine and interpret visual images, film, and other media

### Course Expectations

I expect from you:

- Preparation for class each day – not just reading, but thoughtful consideration of the material and willingness to bring questions
- Active listening and contributions in lectures and group discussion
- Effort to make this class your own. In other words, what will you do to foster your learning?
- Willingness to wrestle with why events and issues mattered in the past, and how they influence our world today
- Respectful conduct toward other students and the instructor

You can expect of me:

- Organized readings, classroom activities, and feedback
- Accessibility and openness to your ideas
- Guidance in determining why events and issues matter. This includes patience when you are struggling with ideas and clarity when the struggle gets too strong.
- Respectful conduct toward students

### Assignments and Evaluation (400 points possible)

#### **Attendance, Participation, and Practice/In-Class Assignments (140 points – 35%)**

In order to contribute effectively to this class, you must 1) attend class; 2) complete all class readings and assignments before the assigned date; and 3) be prepared to engage with the issues. **You simply cannot be successful in this course if you are not here.** Three or more absences will negatively impact your grade. You are responsible for information covered in your absence. Habitually arriving late or leaving early is unacceptable. In case of illness, unforeseen absences, or other extenuating circumstances, please contact me as soon as possible.

Your participation in the class is essential; your physical presence is not enough. Participation can be defined as active engagement with the course material demonstrated by regularly attending class prepared, thoughtfully considering the material at hand, bringing assigned readings to class, asking pertinent questions, joining enthusiastically in discussion, and actively listening to others. Listen to and respond to other students' comments – discussion need not be directed toward the instructor. When you choose not to voice your opinion or participate, you are denying your peers the benefit of your insights.

Some classes will involve short writing assignments on our topic for the day. The aim of these assignments is to help you use evidence to support your arguments and to prepare you for essays and larger assignments. These assignments will be graded as check plus (superior analysis and content), check (satisfactory), check minus (unsatisfactory analysis or content, lack of engagement with the material), or zero (absent or irrelevant). You may also have short take-

home assignments. These assignments will contribute to your overall participation grade and will help you prepare for larger essays and discussions.

### **Class Discussion and Oral Presentations (60 points – 15%)**

In addition to more informal class discussions, you will receive formal discussion feedback three times over the semester. We will also be developing speaking skills that will involve organizing and presenting information in small groups and to the class.

### **Essays (30, 40, 60, 70 points – 50%)**

You will do a lot of writing in this course. In addition to in-class writing, you will also write multiple drafts of essays. These will result in FOUR polished essays, from 2-5 pages, to be submitted for a grade. Each essay will be worth more points than the one before because you will be building on skills you have practiced. You will receive more specific instructions on each essay process in class and on Moodle.

### **Grading Scale**

A (93–100/excellent); AB (88–92/very good); B (83–87/good); BC (78–82/acceptable); C (73–77/poor); CD (68–72/very poor); D (62–67/unacceptable); F (61 or below)

### **Required Readings and Course Materials**

For this class you will need:

- A **notebook or binder of paper** for taking notes and for in-class writings
- A **folder** in which you keep all of your written work (first versions, peer review, final copies, and my comments) and discussion feedback. This will make it easier for both of us to monitor your progress.

The following **books** are available for purchase in the bookstore or through online vendors.

- Susan J. Douglas, *The Rise of Enlightened Sexism: How Pop Culture Took Us from Girl Power to Girls Gone Wild*. St. Martin's Griffin, 2010. ISBN 978-0-312-67392-5
- Anne Moody, *Coming of Age in Mississippi*. Delta, 2004. ISBN 978-0-385-33781-6

Supplemental weekly readings available on Moodle. **Please print out and bring the assigned primary source or supplemental readings with you to class; if you are accessing electronically, please have readings downloaded and open before class begins.**

Students are expected to complete the assigned readings *before* the appropriate class. Be prepared to explore the texts in an active and thoughtful manner. The success of our discussions, classroom activities, and your grade depend on your preparation and engagement with the material. To avoid last-minute computer problems, print readings well ahead of the class meeting.

### **Advising and College Success**

Since I am your academic adviser as well as your FYS professor, I am here to help you with issues beyond this class. Please do not hesitate to contact me if you would like to talk or need assistance about any aspect of your college experience. If I do not know the answer, we can find it together. **The pace of most college classes is much faster than high school, so the sooner you get help, the better.** Do not wait until the end of the semester to ask for assistance.

### **Topics and Assignments**

#### **Unit 1: What Does It Mean to “Be a Girl” Today?**

##### **Week 1**

Mon, 8/25 Course Introduction

Wed, 8/27 Read: Syllabus

**PRACTICE ESSAY 1 DUE**—Bring a 1-2 page narrative (story) essay that reflects on **one** particular experience from your childhood when you learned what it meant to “be a girl.” What happened? How was “a girl” supposed to act? Who

taught you? Was it a positive or negative experience, or something else? Your narrative should focus on one main idea or discovery. You should use the first person (“I,” “me,” “we”) throughout.

- Fri, 8/29 Read: Susan Douglas, *Rise of Enlightened Sexism*, Intro & chapter 1, 1-53
- Week 2**
- Mon, 9/1 Information Technology Services – meet in Clemens Library Computer Lab  
Bring specific questions re: Moodle, email, etc.  
Read: Douglas, *Rise of Enlightened Sexism*, chapter 3, 76-100
- Wed, 9/3 Read: “Active Reading, the Writing Process, and Barbie,” *Common Culture*, 6-35  
Reading Smart and Navigating College
- Fri, 9/5 \*No Class\* – Individual Meetings with Professor Smith, Richarda N3  
(sign up for time)  
**Assignment:** Before our meeting, send me a professional email asking a question related to this course. For tips on sending professional emails, read <http://www.wikihow.com/Email-a-Professor>;  
<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>
- Week 3**
- Mon, 9/8 Read: Douglas, *Rise of Enlightened Sexism*, chapters 4 & 5, 101-53
- Wed, 9/10 Bring list of potential questions to interview your mother or another woman about her childhood, how she learned what it meant to be a girl/woman  
Discussion on Discussions and Participation
- Fri, 9/12 Read: Jo Paoletti, *Pink and Blue: Telling the Boys from the Girls in America*, chapters 6 & 7, pp. 100-40. Accessible as an ebook through CSBSJU libraries.
- Week 4**
- Monday a.m. Begin one-week analysis of how you spend your time**
- Mon, 9/15 Bring preliminary write-up of your interview with your mother/woman  
Read: Douglas, *Rise of Enlightened Sexism*, chapter 7, 188-213
- Wed, 9/17 Library information session – Meet in Clemens Library lobby  
Watch Alcuin Library Tour <http://www.csbsju.edu/libraries/library-staff/library-departments/info-literacy/tour>
- Fri, 9/19 Bring a children’s book that you enjoyed when you were young, with notes detailing what it teaches boys or girls about how to be boys or girls, men or women
- \*\*Graded Essay 1 Due Monday, Sept. 22\*\* (30 points)**  
Reflecting on your own experiences and the experiences of the woman whom you interviewed, make an argument about how ideas of “being a girl” have changed from her childhood to your own. Use readings from this unit as supporting evidence. Your essay should be 2-3 pages with a clear introduction, body in multiple paragraphs, and conclusion. You may use in-text citations (Douglas, 32).
- Week 5**
- Sunday p.m. End one-week analysis of how you spend your time**
- Mon, 9/22 **\*\*GRADED ESSAY 1 DUE\*\***  
In-Class Film: *Miss Representation* (2011)
- Wed, 9/24 Finish and Discuss *Miss Representation*  
Read: Douglas, *Rise of Enlightened Sexism*, chapter 8, 214-41
- Fri, 9/26 NO CLASS – Professor at Conference

Read: Douglas, *Rise of Enlightened Sexism*, chapters 9-10, epilogue, 242-306

**Unit 2 – Becoming “Teenagers” – Youth Culture in the Past**

**Week 6**

Mon, 9/29 Bring news article (within the last two years; from a reputable national, state, or local newspaper or online source such as *New York Times*, CNN, *Time Magazine*, etc.) that discusses a woman politician. Part of this assignment is determining what is a reliable, reputable news source.

- Write up a 1-2 page analysis of the article’s portrayal of that woman using Douglass and *Miss Representation* as models.

Wed, 10/1 Read: Kathy Peiss, “Putting on Style,” 43-63  
Discussion on Academic Articles  
<http://faculty.washington.edu/davidgs/ReadArticle.html>

Fri, 10/3 Read: Jon Savage, “Zoot-Suiters and Victory Girls: American Unrest in 1943,” *Teenage: The Creation of Youth Culture*, 391-408  
“The Invention of Teenagers: Life and the Triumph of Youth Culture,” *Life Magazine* (1944/2013) <http://life.time.com/popular-culture/teenagers-a-1944-photo-essay-on-a-new-american-phenomenon/#1>  
“‘Career Girl’: Portrait of a Young Woman’s Life in 1948 New York,” *Life Magazine* (1948) <http://life.time.com/culture/career-girl-portrait-of-a-young-womans-life-in-1948-new-york/#1>

**Week 7**

Mon, 10/6 Using Scholarly Articles – Meet in Clemens Library Computing Room  
Read the CSBSJU libraries’ guide to evaluating web pages:  
<http://www.csbsju.edu/libraries/evaluating-webpages.htm>

**ASSIGNMENT:**

Using a library database, find an *academic* article about teenagers in the 1940s-1970s that deals with questions of youth culture, generation gaps, dating, etc.

- The article should be published since 1990 rather than a “primary source” document from the time period which it discusses.
- Print off the article and bring it with you to class on Wednesday. You will also want to save a PDF of the original article for your own use.

Wed, 10/8 Article Discussion

**Visit: Study Abroad Fair, 2-5 pm, Gorecki 204**

Fri, 10/10 Read: Beth Bailey, *From Front Porch to Back Seat*, 57-96

**Week 8**

Mon, 10/13 NO CLASS – FALL BREAK

Wed, 10/15 Read: Kirse Granat May, *Golden State, Golden Youth*, 1-8, 117-34

Fri, 10/17 **\*\*GRADED ESSAY #2 DUE\*\* (40 points) – ARTICLE ANALYSIS**

Analyze your academic article in the context of this course on youth culture. In essay format, make an argument about what this article teaches us or how it adds to our knowledge about growing up and youth culture.

1. Create your own thesis statement about what this article teaches us
2. After the introduction and thesis statement, briefly summarize the author’s argument
3. Are you convinced by the author’s argument? Evaluate the author’s evidence to see if it is convincing. Use specific examples.

4. Compare or contrast the article's argument to one other course reading. How do the two readings enhance or contradict each other?
5. Conclusions – What have we learned?

As always: Your paper should be 2-3 pages, double-spaced, 12-point font with one-inch margins, organized with a clear introduction, thesis, paragraphs with topic sentences, and conclusion. Attach a copy of your article to your essay. Be sure to cite your sources (in-text is fine).

### **Unit 3 – Youth in Revolt: Civil Rights, Student Protests, and Growing Up**

#### **Week 9**

Mon, 10/20 **\*\*GRADED ESSAY 2 DUE\*\***

ATLAS & DegreeWorks Presentation with Career Services/Academic Advising  
Complete Who Am I? worksheet, print and bring to class  
<http://www.csbsju.edu/career/students/exploringmajors/atlas>

#### **Evening Program – Renaissance Lecture**

Marjane Satrapi, author of *Persepolis*, 7:30 pm, Escher Auditorium, CSB

Wed, 10/22 Discussion of Satrapi's Lecture

Fri, 10/24 Read: Miriam Forman-Brunell, "Imagined Bobby-Soxer Babysitters and the Uses of Girls' Work Culture," 242-65

#### **Week 10**

Mon, 10/27 Read: Moody, *Coming of Age in Mississippi* [1968], Part 1, 3-123

Wed, 10/29 Spring Registration Prep

Read: Moody, *Coming of Age in Mississippi*, continue with Part 2

Fri, 10/31 GRADED DISCUSSION

Read and Discuss: Moody, *Coming of Age in Mississippi*, Part 2, 127-233

#### **Week 11**

Mon, 11/3 NO CLASS – Sign up for Advising Appointment, Richarda N3

Bring completed Advising Worksheets to your appointment

Continue reading Moody, *Coming of Age in Mississippi*, Part 3

Wed, 11/5 Read: Annette Atkins, "The Embodied Bennie," from *Challenging Women since 1913*, 187-210

Class Discussion with Annette Atkins

Visit Career Fair/Expo today, 2-5 pm – Gorecki 204

Fri, 11/7 Read and Discuss: Moody, *Coming of Age in Mississippi*, Part 3, 237-82

#### **Week 12**

Mon, 11/10 SNOW DAY

Wed, 11/12 Continue reading Moody, *Coming of Age in Mississippi*, Part 4

Read: Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," [1989]

<https://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf>

Gina Crosley-Corcoran, "Explaining White Privilege to a Broke White Person," *Huffington Post*, May 8, 2014 [http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person\\_b\\_5269255.html?ncid=fcbklnkushpmsg00000010](http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html?ncid=fcbklnkushpmsg00000010)

Fri, 11/14 Read and Discuss: Moody, *Coming of Age in Mississippi*, Part 4, 285-424

### **Unit 4 – Empowering Young Women or Not?**

#### **Week 13**

Mon, 11/17 Essay Preparation and Peer Review – Bring thorough rough draft.

**\*\*GRADED ESSAY #2 DUE Monday, Nov. 17\*\* (60 points)**

Compare Anne Moody's experiences in *Coming of Age in Mississippi* with other "growing up" experiences in the 20<sup>th</sup> century (as discussed by Kathy Peiss, Jon Savage, *Life Magazine*, Beth Bailey, Kirse Granat May, Miriam Forman-Brunell, Gina Crosley-Corcoran, etc.).

*In what ways do race and class intersect with gender in shaping coming-of-age experiences for young women?*

Wed, 11/19 **\*\*GRADED ESSAY 3 DUE\*\***

Give a 2-3 minute speech convincing us that your paper's argument is valid and supported by solid evidence.

Fri, 11/21 VARK Assessment in class

Read: Douglas, *Rise of Enlightened Sexism*, chapter 6, 154-85

**Week 14**

Mon, 11/24 Argument and Counterargument

Read: *The Record* editorials on Halloween Costumes

Read: "Good Girls Go Bad, For a Day," *New York Times*, Oct. 19, 2006

[http://www.nytimes.com/2006/10/19/fashion/19costume.html?pagewanted=](http://www.nytimes.com/2006/10/19/fashion/19costume.html?pagewanted=all)

[all](http://www.nytimes.com/2006/10/19/fashion/19costume.html?pagewanted=all)

Wed, 11/26 THANKSGIVING BREAK-NO CLASS

Fri, 11/28 THANKSGIVING BREAK-NO CLASS

**Week 15**

Mon, 12/1 Read: Peggy Orenstein, *Cinderella Ate My Daughter*, pp. 1-9, 33-53

- Using the reading as an example, write up a 1-2 page analysis comparing a toy or piece of clothing marketed for a girl vs. a toy/clothing marketed for boys during the holiday season.

Wed, 12/3 Read: Peggy Orenstein, *Cinderella Ate My Daughter*, pp. 11-32

In-Class Debate on "Princess Culture"

Fri, 12/5 In-Class Film: *Easy A* (2010)

**Week 16**

Mon, 12/8 In-Class Film: *Easy A* (2010)

Wed, 12/10 STUDY DAY –Peer Review on one partner's essay by email or in person

Thurs, 12/11 **\*\*GRADED ESSAY 4 DUE by 4:00 pm\*\***

*Do clothes and toys marketed for girls and young women teach liberation or objectification?*

Take a position and make an argument about why your position is correct. You may use any class sources from throughout the semester, but stay attentive to the time period the source addresses. You must use at least **four sources** from class.

Your paper should have an argument supported by evidence and be organized with a clear introduction, thesis, paragraphs with topic sentences, and conclusion. It should be **4-5 pages**, double-spaced, 12-point font with one-inch margins. Be sure to cite your sources (in-text is fine). Consult previous grading rubrics to remind yourself of how this essay will be graded.

*When I Was a Kid: Youth Culture, Gender, and Growing Up*  
*First Year Seminar*

**Try to love the questions themselves.**

-Rainier Maria Rilke, *Letters to a Young Poet*

This semester we will continue the work of the fall, thinking about why and how femininity and masculinity impact us as we grow to be women and men. We will continue to analyze the ways that childhood, adolescence, and young adulthood are constructed and commodified through advertising, film and television, celebrity culture, novels, magazines, music, and social media. How do young men and women learn what they are supposed to be and do? We will connect issues of gender and youth culture to the larger social, economic, and political challenges that young adults face today, particularly in the arenas of college life.

The most significant change this semester is that the focus of your work will be a scholarly research article and a formal oral presentation of your findings. We will build on skills from the fall semester to become more experienced researchers and writers, and to polish your public-speaking skills.



### *What is FYS and why does it matter (even in the spring)?*

First Year seminar is designed to help you transition from high school to college and to enhance the skills you will need for success at CSB/SJU and beyond. This course will help you become better readers, thinkers, writers, researchers, and speakers. But most importantly, it will help you become self-directed, life-long learners. How do the people that we learn about or the events that we study shape your own feelings, interests, or thoughts? By connecting the ideas we explore in class to your own life, you may awaken in yourself the desire for new experiences, new goals, or to better understand people who are different from you.

### Learning Goals

Upon successful completion of this course, you should be able to:

- Effectively communicate your ideas through analytical writing, discussion, and public speaking
- Design a scholarly research question, effectively conduct research, and evaluate evidence
- Create and critically evaluate arguments using evidence
- Present a clear argument while engaging different points of view
- Clearly organize and write a 12-14 page scholarly research article
- Create and present a formal speech on your research findings
- Lead class discussion
- Provide constructive critiques of other students' writing and presentations
- Demonstrate effective study skills, including reading wisely, taking notes, and preparing for class

### Course Expectations

I expect from you:

- Preparation for class each day – not just reading, but thoughtful consideration of the material and willingness to bring questions

- Active listening and evidence-driven contributions in group discussion
- Effort to make this class your own. In other words, what will you do to foster your learning?
- Willingness to wrestle with why events and issues mattered in the past, and how they influence our world today
- Respectful conduct toward other students and the instructor

You can expect of me:

- Organized readings, classroom activities, and feedback
- Accessibility and openness to your ideas
- Guidance in determining why events and issues matter. This includes patience when you are struggling with ideas and clarity when the struggle gets too strong.
- Respectful conduct toward students

### Course Policies

#### *Respectful Conduct and Classroom Behavior*

A respectful environment is essential for good discussion and learning. I will provide you with the respect and autonomy that is reasonable to expect as adult students. In return, I will expect all students to respect the rights of other students and the professor and to conduct themselves in a responsible and appropriate manner. Disruptive conduct, meaning any conduct that interferes with another's ability to teach or learn, will not be tolerated. Please arrive on time and be considerate of other students.

#### *Academic Integrity*

Any academic dishonesty or plagiarism diminishes our community of learners. It is your responsibility to educate yourself so that you avoid academic misconduct (using an idea or language that is not your own without crediting the source; passing off the ideas or words of another as your own; stealing by presenting as your own an idea, phrase, or concept that was taken from an existing source). Academic misconduct will result in a failing grade on the assignment and may result in further action as noted in the Procedures for Academic Misconduct. Students are expected to abide by CSB/SJU's *Academic Rights and Responsibilities*. When in doubt, CITE YOUR SOURCE!

#### *Technology Use*

**Please silence and stow cell phones prior to class; text messaging is not allowed. Laptops and tablets are to be used for readings and note-taking purposes only.** Students who use laptops should be prepared to have me look at your screen regularly. You are expected to log onto Moodle several times per week to check for announcements and to keep up with readings. You should also check your university email account on a regular basis.

#### *Course Assistance*

**Refer to the syllabus regularly; most answers to your questions can be found in this document.** If you have questions about course readings, lecture material, writing assignments, or your performance in this class, please visit me during office hours or make an appointment. Email is a good communication device, but do not expect an immediate response to emails sent during evening hours or late the night before an essay is due. **Please notify me immediately of unexpected circumstances that may affect your performance in the class.** I will offer all

reasonable assistance to help you pass the course, but you must take responsibility for accessing the resources available to you.

### *Writing Assistance*

For general assistance with all stages of the writing process, note-taking, or other study skills, please visit the *Writing Center* (CSB – HAB 103, 363.5499; SJU – Quad 263, 363.2711; <http://csbsju.edu/writing-centers/>; [writingcntr@csbsju.edu](mailto:writingcntr@csbsju.edu)). When you keep a Writing Center appointment, ask the tutor to send me a confirmation note so that I am aware of the extra time you are investing in your writing. The Writing Center is a resource you should use frequently during your entire college career.

### *Learning Accommodations*

If you need accommodations, please provide official written documentation from *Disability Services* (320.363.5687, ASB 212) as soon as possible. I will provide all reasonable accommodations.

### *Late Work*

Except in cases of documented emergencies, late work will be penalized one letter grade per day. I reserve the right to refuse to accept late work without sufficient documentation.

### *Grade Disputes*

Every effort is made to grade your work fairly and equitably. Please read comments carefully before disputing a grade; you must wait 24 hours before contacting me for discussion. For your privacy and that of other students, we will not discuss grades in the classroom. If you would like to discuss a grade, please submit in writing a reasoned argument explaining why you believe that your work merits a higher grade. Then set an appointment with me to discuss the matter. Please note that a review of the work might result in a lower grade as well as a higher grade.

### *Tips for Success*

Approach the class with enthusiasm and curiosity. Follow the syllabus carefully. Read assigned materials fully and thoughtfully before coming to class, and prepare thoroughly for all discussions. Take careful notes on discussions, readings, and powerpoints to help you with larger assignments. Take responsibility for your own learning, and seek help when you need it.

### **Assignments and Evaluation (400 points possible)**

#### **Attendance, Participation, and Practice/In-Class Assignments (50 points – 12.5%)**

In order to contribute effectively to this class, you must 1) attend class; 2) complete all class readings and assignments before the assigned date; and 3) be prepared to engage with the issues. **You simply cannot be successful in this course if you are not here.** Three or more absences will negatively impact your grade. You are responsible for information covered in your absence. Habitually arriving late or leaving early is unacceptable. In case of illness, unforeseen absences, or other extenuating circumstances, please contact me as soon as possible.

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assigned readings to class, asking pertinent questions, joining enthusiastically in discussion, and actively listening to others. Listen to and respond to other students' comments – discussion need not be directed toward the instructor. When you choose not to voice your opinion or participate, you are denying your peers the benefit of your insights.

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### **Class Discussion and Oral Presentations (100 points – 25%)**

50 points for Research Presentation, 50 Points for regular class discussion, leading discussion, and short presentations

### **Short Essays (20, 30 points – 12.5%)**

In addition to the major research article, you will write two shorter essays on our topics for class.

### **Scholarly Research Article (200 points – 50%) Final Paper Due Monday, April 27**

20 points for project proposal, 20 points for annotated bibliography, 20 points for divergent viewpoints assignment, 20 points for peer review, 40 points for draft, 80 points for final paper

### **Grading Scale**

A (93–100/excellent); AB (88–92/very good); B (83–87/good); BC (78–82/acceptable); C (73–77/poor); CD (68–72/very poor); D (62–67/unacceptable); F (61 or below)

### **Required Readings and Course Materials**

For this class you will need:

- A **notebook or binder of paper** for taking notes and for in-class writings
- A **folder** in which you keep all of your written work (first versions, peer review, final copies, and my comments) and discussion feedback. This will make it easier for both of us to monitor your progress.

The following **books** are available for purchase in the bookstore or through online vendors.

- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3<sup>rd</sup> ed. University of Chicago Press, Martin's Griffin, 2008. ISBN 978-0-22606-5663
- Donna Freitas, *The End of Sex: How Hookup Culture Is Leaving a Generation Unhappy, Sexually Unfulfilled, and Confused about Intimacy*. Basic, 2013. ISBN 978-0-465-00215-3
- Marjane Satrapi, *Persepolis*. Pantheon, 2004. ISBN 978-0-375-71457-3

Supplemental weekly readings available on Moodle. **Please print out and bring the assigned primary source or supplemental readings with you to class; if you are accessing electronically, please have readings downloaded and open before class begins.**

Students are expected to complete the assigned readings *before* the appropriate class. Be prepared to explore the texts in an active and thoughtful manner. The success of our discussions, classroom activities, and your grade depend on your preparation and engagement with the material. To avoid last-minute computer problems, print readings well ahead of the class meeting.

### *Advising and College Success*

Since I am your academic adviser as well as your FYS professor, I am here to help you with issues beyond this class. Please do not hesitate to contact me if you would like to talk or need assistance about any aspect of your college experience. If I do not know the answer, we can find it together. **The pace of most college classes is much faster than high school, so the sooner you get help, the better.** Do not wait until the end of the semester to ask for assistance.

### Topics and Assignments

#### Unit 1: Growing Up Boys – Risky Business

##### *Week 1*

Mon, 1/12 Breakfast! Gorecki – Meet at Fireside Lounge

Wed, 1/14 “Career Counselor: Steve Jobs or Bill Gates?” *New York Times*, March 21, 2011  
(This is a common reading done by many FYS classes this week, so discuss with your friends!)  
Begin spring planning

Fri, 1/16 Read: *The Craft of Research*, chapters 1-2, 9-27

Discussion on Discussions and Participation – argument vs. opinion

##### *Week 2*      **\*\*Attend at least one event during MLK week\*\***

Mon, 1/19 Bring (at least) Three Potential Topics – typed, one paragraph on separate pages

- Research Paper Rubric – How will it be graded?
- Peer Feedback on Idea(s)

Begin reading Freitas, *The End of Sex*, Author’s Note and Introduction, vii-16

Wed, 1/21 Read and Discuss Freitas through page 16  
Read: Rachel Giese, “The Talk: A New Sex Ed for Boys,” *The Walrus*, April 2014,  
<http://thewalrus.ca/the-talk/>

Fri, 1/23      **\*\*Graded Essay 1 Due\*\***      **(20 points)**

Just as you interviewed your mother or another woman about her childhood, now you will interview your father or another man about his childhood. Focus particularly on his teen or college years and how he learned what it meant to be a boy/man. How does he feel that growing up for boys has changed from his youth to today?

Your interview essay should be 2-3 pages with a clear introduction, body in multiple paragraphs, and conclusion. You may or may not cite class readings as you see fit.

**Week 3**

Mon, 1/26 No Class – Individual Meetings on Research Questions (sign up for time)  
Read: *The Craft of Research*, chapters 3-4, 31-67

Wed, 1/28 **Research Question Assignment Due**  
Bring laptops to class

Fri, 1/30 Read: Freitas, *The End of Sex*, chapters 1-2, 17-53  
First group leads discussion

**Week 4**

Mon, 2/2 **Research Topic Proposal Due**  
Give 2-3 minute speech explaining topic/research question (see handout)

Wed, 2/4 Library Research session with David Malone  
Read: *The Craft of Research*, chapter 5, 68-83

Fri, 2/6 Read: Freitas, *The End of Sex*, chapters 3-4, 55-96  
Read: Lisa Wade, "The Promise and Peril of Hook-Up Culture,"  
<https://lisawadedotcom.files.wordpress.com/2011/03/talk-wade-the-promise-and-peril-of-hook-up-culture.pdf>  
Second group leads discussion

**Week 5**

Mon, 2/9 Using Sources – Bring laptops  
Read: *The Craft of Research*, chapter 6, 84-101  
Pick one scholarly article (secondary source) to work with in class

Wed, 2/11 Read: Freitas, *The End of Sex*, chapters 5-6, 97-138  
Third group leads discussion

Thurs, 2/12 Gender Bias in Sport Journalism – Panel  
7:00 pm, Gorecki 204C

Fri, 2/13 Research Day  
Read: *The Craft of Research*, chapter 7-9, 105-38 Making and Supporting Claims

**Outside-of-class work: You should meet one-on-one with a librarian before Spring Break (by Friday, Feb. 27).**

**Week 6**

Mon, 2/16 **Journal Article Analysis Due**  
Avoiding Plagiarism  
How to do Annotated Bibliographies and Argument



however, others argue that \_\_\_\_\_. According to this view, \_\_\_\_\_. In sum, then, the issue is whether \_\_\_\_\_ or \_\_\_\_\_.

My own view is that \_\_\_\_\_. Though I concede that \_\_\_\_\_, I still maintain that \_\_\_\_\_. For example, \_\_\_\_\_. Although some might object that \_\_\_\_\_, I would reply that \_\_\_\_\_. The issue is important because \_\_\_\_\_.

(From Gerald Graff and Cathy Birkenstein's *They Say, I Say*)

Fri, 3/13      Selections from Anne Lamott, *Bird by Bird: Instructions on Writing and Life*

**Week 9**

Mon, 3/16      **Sentence Outline Due**

Wed, 3/18      Read and Discuss Marjane Satrapi, *Persepolis*

Fri, 3/20      **First Half of Rough Draft** (at least 4-5 pages) – Peer Review

**Week 10**

Mon, 3/23      Read: Currie, Kelly, and Pomerantz, "Breaking the Rules: Skater Girls," in *'Girl Power'*:

*Girls Reinventing Girlhood*, 110-36

**\*\*F Word – Johnnies on Feminism, 7-8:00 pm, Brother Willie's Pub\*\***

Wed, 3/25      Discuss *Dogtown and Z-Boys* (2001)

Fri, 3/27      **Second Half of Rough Draft** – Peer Review

**Week 11**

Mon, 3/30      NO CLASS – Research and Advising Appointments

Wed, 4/1      NO CLASS – Research and Advising Appointments

Fri, 4/3      Easter Break

**Week 12**

Mon, 4/6      Easter Break

Wed, 4/8      **\*\*Complete Second Draft Due\*\***

Fri, 4/10      Presentations or Research as needed

**Week 13**

Mon, 4/13      Formal Presentations – REVISE this week

Wed, 4/15      Formal Presentations

Fri, 4/17      Formal Presentations

**Week 14**

Mon, 4/20      Formal Presentations

Wed, 4/22      Formal Presentations

Fri, 4/24      Revision Workshop

**Week 15**

Mon, 4/27      **\*\*Final Scholarly Research Article Due\*\***

Wed, 4/29      Debrief on Research Process/Course Surveys

Fri, 5/1      In-Class Film TBA

**Week 16**

Tues, 5/5      Final Exam period 10:45-12:45 FYS 3:45-5:45 Gender

**Syllabus 3**

**Doomsday, the Apocalypse, and the End of the World**

In this all-male section of FYS, you will explore, in part, what it might “mean to be a man” in the face of a truly uncertain world. We’ll read fiction and non-fiction, historical fact and fantastic fantasy; we’ll view cinematic interpretations of raw human emotion; we’ll discuss how we might react to an uncertain world – both real and imagined like our ancestors did a thousand years ago, five hundred years ago, a hundred years ago; and to tie it all together, we’ll write. Some of the authors we’ll read include St. John the Disciple, Isaac Asimov, Walter Miller, Dante, William the Conqueror, the Mayans, Boccaccio, and Paul Williams. And if that’s not enough, you might encounter a number of zombies along the way!

**Textbooks**

A Canticle for Leibowitz (CL)	Bedford Guide for College Writers (BGCW)	The Bedford Reader (BR)	The Art of Truth (AT)	On the Beach (OtB)	The Road (TR)
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**The Class**

The class will be mainly discussion, although there will be some lecture and other events planned. I will be scheduling conferences with you. We will, maybe as a class, also go to some sort of "art" function (other than your required Fine Arts activities through Core).

**Philosophy & Attendance**

This class is conducted as if this were your full-time job. With that in mind, I, as your “employer” expect you to be on-time and prepared – as you would be if you were getting paid to be here. I expect you to perform at your highest level while you are “on the job.” I expect you to participate in all aspects of the course: writing, speaking, and reading. As with any job, the employee is expected to attend work. This class is no different. I expect you to attend class. If you must miss class, it is your responsibility to find out what you missed from one of your classmates. If attendance becomes a problem for you, it is your responsibility to talk with me about it. I will take daily attendance. An absence is defined as totally gone or over 10-

minutes late (the lateness is determined by the instructor). More than three absences translates into one grade deduction (C to CD); more than six absences translates into a two grade reduction (C to D); more than nine absences translates into a failure of the class. There is no such thing as an excused absence—you are either in class or not in class.

### **Paper Format**

The formal papers will be typed or word-processed and double-spaced on one side of white, 8.5x11 paper. All MLA style rules apply. I do try to do everything electronically, so the majority of papers will be sent to me via email. (If you are email illiterate, please go to the IT Services Workshops -- offered periodically -- which addresses basic technology functions.)

### **Discussion Groups**

The class will be breaking into discussion groups. These groups function as peer review groups and special project groups.

### **Writing & Reading & Speaking Assignments**

You will have a variety of writing and reading assignments that will hopefully reflect a few of the many writing and speaking situations you will encounter at the university level and after your college years. I will keep a record of the assignments you turn in and you will receive a final grade based on the total semester's work. By the way, spelling always counts.

### **Required Work and Grading**

#### **Daily readings/Daily in-class writing assignments**

Using the Schedule of Assignments as a guide, each class-period will have some sort of reading or writing assignment that we will use as the basis for that day's class. Please check the Schedule of Assignments on a daily basis for the latest daily assignment. This category has daily points for daily work. Here's the scale: 0 pts - not turned in; 1 pt - barely adequate response; 2 pts - adequate response; 3 pts - thorough response. There will also be points assigned at the end of the semester for participation throughout the semester and is based on class attendance and meaningful class participation.

There may be a couple of quizzes this semester. Each quiz will be worth 20 points (one point per question). The questions will be based on the assigned readings and from composition/research theory class-periods discussions. You will have a specified amount of time in which to finish the quiz (specified at the beginning of the quiz)--the clock starts ticking from the moment the quiz is initially shown to the class. When the time-limit has expired, all the quizzes will be collected. You must be in-class on the day of the quiz in order to take it.

#### **Formal Essays (4)**

There will be four formal essays due this semester. These essays will be 3-5 pages in length (MLA Style--see the Bedford Handbook). General topics will be assigned, however, you will get some say in what specifically you will be writing.

### One Semi-Formal Presentation

There will be one Semi-formal Presentation worth 20 points. This presentation consists of you presenting to the class (subjects tbd) at your scheduled time (Presentation Schedule). You will be critiqued and you will receive feedback from each of your classmates in writing (using a presentation rubric). Please refer to the assignment sheet for more specific information.

### Exam covering the assigned novel ("A Canticle for Leibowitz")

### Grading Guidelines/Percentages

I use percentages as a grading mechanism: 92-100% = A; 89-91 = AB; 82-88 = B; 79-81 = BC; 72-78 = C; 69-71 = CD. Each of the graded assignments will be assigned a certain number of points (specified on the assignment sheet corresponding to the above grid). I will keep track of the points. You must have a score for ALL of the required work (above) in order to receive consideration for a passing grade.

Formal Essays (4)	4 x 100 = 400 pts
Semi-Formal Oral Presentation	<b>20 pts</b>
Book/Novel Exam	50 pts
Quizzes (as needed)	tbd pts
Daily work/Discussion Participation	total and 60 pts

### **Plagiarism**

Plagiarism is the act of appropriating and using the ideas, writings, or works of original expressions of another person as one's own without giving credit to the person who created the work. This may encompass portions of a work or an entire work. Works of original expressions include but are not limited to papers, speeches, poetry, movies, videos, protected pieces of art, illustrations, and musical compositions. Plagiarism can result from either deliberate dishonesty or ignorance of citational procedures. Deliberate plagiarism is especially serious and warrants more severe sanctions, but even plagiarism based on ignorance of procedures is a punishable offense, especially when it occurs more than once. Any student who seeks clarification on what constitutes plagiarism should consult the pamphlet "Plagiarism Explained" which is available at the [CSB/SJU Writing Centers](#). Plagiarism is an act of dishonesty and violates the mission and spirit of the educational enterprise at the College of St. Benedict and St. John's University. It also violates the rights of other students. (*adopted by the Faculty Assembly, April 1998*) For more information on the plagiarism policy here at CSB/SJU, please follow this link: [Plagiarism](#).

### **Core Fine Arts Requirement**

The Department of Core Curriculum (General Eds to use other institutions' words) has required all First-Year students to attend a number of fine arts events during their tenure here at CSB/SJU. Please follow the link for dates and times of possible events. Please reference the online schedule for dates and times of the events found on the website of Core Curriculum.

### **An Aside...**

I believe that writing/reading/speaking are inextricably linked when it comes to learning. To be good writers, we need to be good readers and speakers; to be good readers, we need to become good writers and speakers; to be good speakers, we need to become good writers and readers. That's what this class sets out to do – to integrate these three sometimes completely separate things to produce better learners/students.

I'd label this class a liberal-arts class. This class teaches more than just reading and writing and speaking – hopefully teaching students to begin to think more thoughtfully about the world around them by writing about it, reading about it, and speaking about it.

If nothing else, hopefully, you will take away the ability speak up for what you think and articulate yourself both orally and with the written word in a professional and sensitive manner. Plus, you might just find more about yourself along the way. Isn't that what we're ultimately after, anyway?

### **Note**

The instructor reserves the right to alter any of the policies at any time during the semester. In such cases, you will be notified during class well in advance of the changes.

## **Core 100: First-Year Seminar Fall 2014 Schedule of Assignments**

Class #	Daily Class Plan	Assignment	What's Due
1A	Introduction to FYS 100		
2	Reading Discussion	read BGCW 6-16; read BR 114-119 "Rat Pack"; write BR 119 Journal Writing (2 paragraphs)	
3	Reading Discussion	read BGCW 17-23; read "Body Ritual of the Nacirema"; print "Body Ritual of the Nacirema" and based on the reading from BGCW, annotate the first page of Miner's essay	<u>Credo due</u>
4	Reading Discussion	read BR 56-60; read AT 414-419 "Zero Moment Point"; based on today's reading from BR, write 1 paragraph response to Junger's essay	
5	Introduction to "A Canticle for Leibowitz"	finish reading CL chapters 1-2	
6	Abbey Tour (Br Paul Richards)	meet in the Abbey Church	

7	Reading Discussion/Writing Workshop	read workshop handouts; read "Art of Turtling"; print "Art of Turtling" then write annotated comments in margins for class discussion	
8	Reading Discussion "A Canticle for Leibowitz"	<u>finish CL section I</u>	
9	Library Tour (Jim Parsons)	meet in Alcuin Library	
10	Reading Discussion "A Canticle for Leibowitz"	<u>finish CL section II</u>	
11	In-Class Writing Workshop	<u>read workshop handouts, bring four copies of the first two pages of your Essay #1 for your group to workshop during class</u>	
12B	HMML Tour (Dr. Heintzelman)	meet at HMML (basement of Alcuin Library)	<u>Essay #1 due</u>
13	Reading Discussion "A Canticle for Leibowitz"	<u>finish CL section III</u>	
14	Reading Exam "A Canticle for Leibowitz"		
15	In-class Writing		
16	Career Studies/ ATLAS (Heidi Harlander)		Conferences
17	Intro to "On the Beach"; writing discussion	read first 40-50 pages of "OtB"	Conferences
18	Reading Discussion "On the Beach"; "OtB" Quick Quiz	finish OtB first half	Conferences
19	Reading Discussion "On the Beach"	finish OtB second half	
20	Reading Discussion	read BR 233-241; read BR 242-253; write BR 250-251 QM 1-3	
21	Reading & Writing Discussion; In-class Writing		<u>Essay #2 due</u>
Free Days			
22C	Reading Discussion	read BR 134-144; write BR 142 Journal Writing (2 paragraphs)	Essay #1 rewrite due at class-time (please attach the original comment sheet).
23	Reading Discussion	read BR 313-324; write BR 321 QM 1-5	
24	Group Reading Discussion prep		
25	Group Presentations: Green Group BR 180-183, Red Group 449-452	read BR 180-183; read BR 449-452; write QM for both readings.	
26	Group Presentations: Blue Group BR 342-345, Yellow Group 202-206	read BR 342-345; read BR 202-206; write QM for both readings.	
27	<u>Advising Conferences</u> (No Scheduled Class)		
28	<u>Advising Conferences</u> (No Scheduled Class)		
29	<u>Advising Conferences</u> (No Scheduled Class)		

30	Reading Discussion	read BR 335-339; write BR 338-339 QM 1-5	Essay #3 due
31	No Scheduled Class - please attend the Career Fair at Gorecki sometime during the day		
32	Reading Discussion	read BR 489-493; write BR 491 QM 1-3	Career Fair report (1 page)
33D	Snow Day - No Class		
34	Reading Discussion "The Road"	finish "The Road" first half	
35	Reading Discussion "The Road"	finish "The Road" second half	
36	Reading Comprehension Exam on "The Road"		
37	<u>Individual Presentations</u>		
38	<u>Individual Presentations</u>		
39	<u>Individual Presentations</u>		
Thanksgiving Break			
40	Reading Discussion		
41	Reading Discussion		
42	Reading Discussion		
43	Wrap-up. Yo. Donuts.		Essay #4 due (printed)

**Core 100: First-Year Seminar**

**Fall 2014 Individual Conferences  
Quad 354A**

**Please sign-up for one time slot. Please note the place of the conference. If you miss your conference, you will be counted as absent from two class periods.**

**NOTE: Most First-Year students begin registering 11/12, so we'll be ahead of the game with the conferences.**

Monday Quad 354A Oct 27	Tuesday Quad 354A Oct 28	Wednesday Quad 354A Oct 29	Thursday Quad 354A Oct 30	Friday Quad 354A Oct 31
8:00 Joe Vorderbruggen	8:00	8:00 Caitlyn Shultz	8:00	8:00 Muhumedsadiq Omar
8:30 Zach Farhat	8:30	8:30	8:30	8:30 Lauren Zimny
9:00 River McNabb	9:00	9:00 Rachel Nistler	9:00	9:00
9:30 Yang Cao	9:30 Erick Martinez	9:30 Alex Rudelius	9:30 Donovan Inniss	9:30 Mimi Nguyen
10:00 Sean Surbaugh	10:00 Gus Kjolhaug	10:00 Myer Li	10:00 Jacob Wankel	10:00

10:30 Jonathan Perez	10:30 Huba Sekesi	10:30	10:30 Kiandro Scavella	10:30
11:00	11:00	11:00 Lauren Anderson	11:00 Mitch Pfingsten	11:00
11:30	11:30 Dominick Schleper	11:30	11:30 Jonathan Beirne	11:30
12:00 Angela Yang	12:00	12:00 John Peeples	12:00 Aaron Hove	12:00 Tanner Thiele
12:30	12:30	12:30	12:30	12:30
1:00 Colin Smisek	1:00 Quinn Renshaw	1:00 Jon Carlson	1:00 ZouaPa Vang	1:00
1:30	1:30	1:30	1:30	1:30
2:00	2:00 Stanton Charlton	2:00 Austin Meyers	2:00	2:00

Core 100: First-Year Seminar

Short Essay #1

**Fall 2014**

Due Day 12 (Friday, September 19) at class-time--printed

Length 3-4 pages

Read "A Canticle for Leibowitz" by Walter Miller, Jr.

According to *A Canticle for Leibowitz* reviewer Steven Silver, "The three sections of *A Canticle for Leibowitz* taken together give a cyclical view of history which is extremely pessimistic. Even knowledge of the past can't save humanity from repeating the same mistakes." What do you make of Silver's assertion of this historical view of Miller's book? Do you agree or disagree? Using evidence from the book's three sections and from the book in-general, class discussion/lecture material, the study guides, and then doing a bit of historical research on your own, discuss—in 3-4 pages—the conclusions you "discover" about Silver's statement, *A Canticle for Leibowitz*, and perhaps about human history in general.

Remember, you need to make a point and support that point with EVERY general assertion you make. Is Silver correct? Is he not correct? Perhaps he's somewhat correct but not totally? As you figure-out what you want to "say" in your paper, make sure you document (MLA form) where you get your information. Again, the instructor wants to know what YOU discover, not just what others have discovered and you are transcribing (documenting).

This paper is worth 100 points and will be graded on the following criteria:

- Clarity of thought;
- Clarity of purpose;
- Clear concise language;
- A single overriding idea that is supported with evidence
  - o Illustrations and evidence from texts, etc;
- Appropriate use of the written language (proofing/editing).

Please use MLA style for the format of your paper. There is a sample paper in your *Bedford Reader* and the *Bedford Guide for College Writers*.

Good luck!

Things to be Avoided.htm  
Writing Workshop Guidelines  
Grading Guidelines

**Core 100: First-Year Seminar**

**Essay #2**

Due Day 21 (Oct 10)  
Readings "On the Beach" by Nevil Shute  
Comparison and Contrast Introduction in Bedford Reader (233-241)

Length 4 pages

For the second essay of the semester, here's the assignment and the topic: As you read "On the Beach," pay close attention to the way the main characters spend their final time alive on this earth. Some of Shute's characters let the inevitable catch-up with them; other characters take matters into their own hands; while still others do nothing but "follow orders." In about a four-page essay, choose three of the main characters (at least two of the "story lines") and compare and contrast the decision-making process and conclusion of how to end one's life that each of those main characters goes through from the beginning of the book through to the time of their "ultimate demise." Use as much evidence/many examples from the book to illustrate the compare/contrast as you can.

Take a stand in your paper. We are sometimes afraid to disagree with each other, well, at least in public. But in the classroom, that's the place for honest discussion. It is in our writing that we can "hone" our ideas and our thinking so that we can become more thoughtful and more effective communicators in and out of the classroom.

You will have to read the book for this paper. Please use MLA style for your documentation of sources. (parenthetical, in-text cites; works cited page). Use your Bedford Guide for College Writers as a reference guide.

**Grading**

This paper is worth 100 points and will be graded on the following criteria: Clarity of thought and argument; clear concise language; a single overriding idea that is supported with evidence (illustrations, anecdotes, quotes from the text, etc); use of examples to support your position; proofing/editing. Grading Standards Please do your best work on this paper; however, there will be a chance to revise this one.

Good luck. Core 100: First-Year Seminar

**Short Essay #3**

**Due:** Day 30 (November 3)  
**Length:** 3-4 pages  
**Reading:** Section 12 of The Bedford Reader (intro + essays for examples of Definition essays); example of good definition essay -- "Cookies or Heroin?" by Marie Winn  
**Required:** Writing Center appointment  
**Task:** Create a *Definition essay* using the definition essays from The Bedford Reader as models for your essay.

For the third essay of the fall semester, I'd like you to work with the concept of definition. As scholars, we are constantly reinventing ideas to use them in new and exciting ways. With that in mind, here's what I'd like you to do:

As Winn's opening paragraph points out, people often claim to be "addicted" to all kinds of things. From your experience, you probably know that such addictions can include everything from spy novels to Snickers candy bars to driving dangerously. Write an essay **defining** an addiction (but not to cigarettes, drugs, alcohol, or television). Your essay's TONE may be serious or humorous, but you should give your readers a sense of the addiction's causes and effects as well as examples of its sufferers. (from The Bedford Reader--9th edition, page 511 of Suggestions for Writing, #2)

Again, as in the last two essays, be sure to use citations (references) when you quote someone/something or when you use another source's ideas and add those ideas to your essay. Also, as far as form goes, please try to stay away from the "I" statements this time. Instead of "I think" or "I believe" that... just make the statements. The reader will assume your statements are your own thoughts, you don't have to tell them.

Grading

This paper is worth 100 points and will be graded on the following criteria: Clarity of thought and argument; clear concise language; a single overriding idea that is supported with evidence (illustrations, anecdotes, historical background, quotes from the text, etc); proofing/editing. **One quarter of your grade depends on your visit to the Writing Center...** Grading Standards

Good luck.

**Core 100: First-Year Seminar**

**Short Essay #4**

Due Day 43 (Dec 8)  
Reading "Why We Lie" by Dan Ariely (BR 440-446)

Length 3-4 pages

For the final essay of the semester, here's the assignment and the topic: Dan Ariely, in his essay "Why We Lie" (BR 440-447) attempts to tackle the issue of cheating (in general) and some of the reasons for it. Your job, when you choose to accept it, is to read his essay and then to "answer," in Suggestions for Writing, question #2 (pg447-448): *Do you agree with Ariely that most college students think cheating is acceptable, even virtuous in some circumstances? How common is cheating at your school? What are you classmates' attitudes toward it? Write an essay in which you analyze the problem of student cheating on your campus. Who does it? Why? What do others think about it? What does the school do about it? If cheating is uncommon at your school, analyze why.* [Use examples from your experience and examples from your research to support your stance on the subject.]

Take a stand in your paper. We are sometimes afraid to disagree with each other, well, at least in public. But in the classroom, that's the place for honest discussion. It is in our writing that we can "hone" our ideas and our thinking so that we can become more thoughtful and more effective communicators in and out of the classroom.

You will have to do a bit of research for this paper. Please use MLA style for your documentation of sources (parenthetical, in-text cites; works cited page). Use your Bedford Guide for College Writers as a reference guide for the appropriate forms.

### Grading

This paper is worth 100 points and will be graded on the following criteria: Clarity of thought and argument; clear concise language; a single overriding idea that is supported with evidence (illustrations, anecdotes, quotes from the text, research, etc); use of examples to support your position; proofing/editing. Grading Standards

Good luck.

### Spring Semester

#### To Begin...again

The “better read” a student is, the better the student—at least that’s the theory. In this continuing class, we will read the chosen texts a bit more closely and look for "academic" issues to discuss. We will focus on the reading of “many” texts—great ones and not so great ones. We will continue to look at the issues presented by the many authors we read and then we will look at the way in which those authors present their information. During the class discussions, we will also address how and why these readings and their authors may have an impact on our academic careers and our lives. In short, this class will emphasize educating students liberally (which is not a political category) and will continue building a collegiate academic foundation that will help the enrolled students be “better students” and “better people” throughout their college/university careers and beyond. As stated above, we will not only read and research contemporary topics, but we will continue our discussions from last semester about the end of the world.... With that said, here we go....again.

#### Textbooks

The Bedford Reader (BR)	The Bedford Handbook (BH)	The Art of Truth (AT)	Novel: tba
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#### The Class

The class will be mainly discussion, light lecture, group work, writing research essays, reading, quizzes, and individual advising/writing conferences.

#### Philosophy & Attendance

This class is conducted as if this were your full-time job. With that in mind, I, as your “employer” expect you to be on-time and prepared—as you would be if you were getting paid to be here. I expect you to perform at your highest level while you are “on the job.” I expect you to participate in all aspects of the course: writing, speaking, and reading. As with any job, the employee is expected to attend work. I expect you to attend class. If you must miss class, it

is your responsibility to find out what you missed from one of your classmates. If attendance becomes a problem for you, it is your responsibility to talk with me about it. Here are the specifics: 0-3 absences = no penalty; 4 absences = 1 letter grade lowered (B-BC); 5-7 absences = 2 letter grades lowered (B-C); 8-9 = 3 letter grades lowered (B-CD); 10 or more = failure of class. There is no grace-period this semester. So when the instructor takes attendance, and you are not in attendance, you are absent. There is no such thing as an excused absence – you are either in class or not in class.

### **Paper Format**

All MLA style rules apply. When I ask for the formal assignments to be turned-in, please follow the following "paper" guidelines: The formal papers will be typed or word-processed and double-spaced on one side of white, 8.5x11 paper. Your final research project will be turned-in both in paper format and electronically.

### **Discussion Groups (8:00) (9:10)**

These groups function as peer review groups and special project groups.

### **Writing and Reading and Speaking Assignments**

You will have a variety of writing, reading, and speaking assignments that will hopefully reflect a few of the many writing, reading, and speaking situations you will encounter at the university level and after your college years. By the way, spelling always counts.

### **Required Work**

#### *Quizzes on Daily Readings*

There will be quizzes this semester. Each quiz will be worth 10 points. The quizzes will be based on the reading/s for the day. The format of the quizzes will vary. You will have a specified amount of time in which to finish the quiz (specified at the beginning of the exam)--the clock starts ticking from the moment the quiz is initially shown to the class. When the time-limit has expired, all the quizzes will be collected (if they haven't yet been turned-in). You must be in-class on the day of the exam in order to take it. If you are not in class, you do not get to make it up. Note: I will drop one quiz for the semester--either your lowest score or one that is missed (a missed one is a zero). Pay attention while you are reading and to what you are reading and you will do fine on the quizzes.

#### *One Shorter Research Essay – 5-6 pages*

There will be one Shorter Research Essay due this semester, worth 100 points. You have one deadline for the paper (other than the final one). You will turn in the paper on the specified due date, after which you will have a chance to revise this paper (the revision is due three class-periods after you receive the essay back from the instructor) for a better score. Please refer to the assignment sheet for more specific information.

*One Annotated Bibliography – 30 entries minimum*

There will be an Annotated Bibliography due this semester, worth 30 points--each "section" is worth 10 pts. You have three deadlines for this assignment. If you miss those deadlines, your grade for the assignment will be lowered a grade for each deadline you miss. Please refer to the assignment sheet for more specific information.

*Exam on the Assigned Novel*

There will be one assigned novel ("tba"). There will be a one 10-point quiz for the novel consisting of true/false questions, multiple-choice questions, fill-in-the-blank questions, and short essay questions. There will be one 30-pt exam covering the rest of the novel. You will have a specified amount of time in which to finish the exams (specified at the beginning of the exam)--the clock starts ticking from the moment the exams are initially passed-out to the class. When the time-limit has expired, all the exams will be collected whether those exams are finished or not. This is to ensure that each student has a fair amount of time in which to complete the exam. If you are not in class to take the exam, you will not have the opportunity to make it up.

*One Trio Research Project and Presentation - 3-4 pages/8 minutes in duration*

There will be one Trio Research Project Presentation worth 50 points. This presentation consists of you and two of your closest FYS friends presenting a research topic to the class. This is a formal presentation of research. Please present your information that way. Please refer to the assignment sheet for more specific information.

*One Formal Research Project Presentation - 12 minutes in duration*

There will be one Formal Research Project Presentation worth 50 points. This presentation consists of you presenting your research to the class at your scheduled time (see Presentation Schedule on the assignment sheet). This is a formal presentation of research. Please present your information that way. You will be critiqued and you will receive feedback by each of your classmates in writing (using a presentation rubric). Please refer to the assignment sheet for more specific information.

*One Semester Research Project - 15-18 pages*

There will be one Semester Research Project due this semester, worth 200 points. The topic is up to you (cleared with the instructor) and will hopefully show your best work. You have a number of deadlines for the paper--be sure to pay attention to the deadlines. If you miss one or more of those deadlines, your grade for the paper will be lowered by a grade for each deadline you miss (there will not be late papers; early is fine, late is not). Please refer to the assignment sheets for more specific information.

*Daily readings/Daily in-class writing assignments/Meaningful participation*

Using the Schedule of Assignments as a guide, each class-period will have some sort of reading or writing assignment that we will use as the basis for that day's class. Please check the Schedule of Assignments on a daily basis for the latest daily assignment. This category has 75 points attached to it and is based on class attendance, completed (satisfactorily) daily assignments, and meaningful class participation (not just showing up and handing in your daily assignment and going back to sleep--in your chair!).

### Grading Percentages

Reading Quizzes	10 pts each
Short Research Essay	100 pts
Annotated Bibliography	30 pts
Novel Quiz/Novel Exam	50 pts total
Trio Research Presentation	50 pts
Semester Research Project Formal Presentation	50 pts
Semester Research Project	200 pts
Meaningful Participation/ Attendance	75 pts

I use percentages as a grading tool: 92-100% = A; 89-91 = AB; 82-88 = B; 79-81 = BC; 72-78 = C; 69-71 = CD. Each of the graded assignments will be assigned a certain number of points (specified on the assignment sheet that corresponds to the above grid). I will keep track of the points.

### Plagiarism

Plagiarism is the act of appropriating and using the ideas, writings, or works of original expressions of another person as one's own without giving credit to the person who created the work. This may encompass portions of a work or an entire work. Works of original expressions include but are not limited to papers, speeches, poetry, movies, videos, protected pieces of art, illustrations, and musical compositions. Plagiarism can result from either deliberate dishonesty or ignorance of citational procedures. Deliberate plagiarism is especially serious and warrants more severe sanctions, but even plagiarism based on ignorance of procedures is a punishable offense, especially when it occurs more than once. Any student who seeks clarification on what constitutes plagiarism should consult the pamphlet "Plagiarism Explained" which is available at the CSB/SJU Writing Centers. Plagiarism is an act of dishonesty and violates the mission and spirit of the educational enterprise at the College of St. Benedict and St. John's University. It also violates the rights of other students. *(adopted by the Faculty Assembly, April 1998)*

### Core Fine Arts Requirement

The CSB/SJU Administration has required all First-Year students to attend a number of fine arts events during their first year of higher education here at CSB/SJU. Please go to the FYS website for more information.

**An Aside...**

I believe that writing/reading/speaking are inextricably linked when it comes to learning. To be good writers, we need to be good readers and speakers; to be good readers, we need to become good writers and speakers; to be good speakers, we need to become good writers and readers. That's what this class sets out to do – to integrate these three sometimes completely separate things to produce better learners/students. If nothing else, hopefully, you will take away the ability speak up for what you think and articulate yourself both orally and with the written word in a professional and sensitive manner. Plus, you might just find more about yourself along the way. Isn't that what we're ultimately after, anyway?

**Note**

The instructor reserves the right to alter any of the policies at any time during the semester. In such cases, you will be notified during class well in advance of the changes.

**Core 101: First-Year Seminar  
Schedule of Assignments  
Spring 2015**

Class Date	Class #	Daily Class Plan	Assignment	What's Due
Monday	1 <sup>a</sup>	Introduction to FYS #2		
<b>Academic Curiosity and Discovery "Being Academically Engaged"</b>				
Monday	2	Reading Discussion	Read "Jobs & Gates" on education (see word document attached to email).	
Monday	3	Reading Discussion	Read BGCW 396-408, BR 219-223 "That's So Mysto: What Makes Slang Stick?"	
Monday	4	In-Class Writing; Composition Discussion	Read BGCW 624-632; Write "your research topic for the remainder of the semester." Print it and bring it to class.	
Monday	5	Reading Discussion		
<b>Academic Reading and Research "Asking Questions"</b>				
Monday	6	Library: Research Strategies	Meet in Alcuin Library U12	
Monday	7	Library II: Searching Strategies	Searching the CSB/SJU Library site for possible sources	
Monday	8	Comp Quiz #1; Reading Discussion	Read BGCW 398-408, 630-634	
Monday	9	Comp Quiz #2; Reading Discussion	Read BGCW 634-638; Read BR "X09" 208-213	
Monday	10	Comp Quiz #3; Reading Discussion	Read BGCW 639-651; Read BR "Deadly Mind Traps" 409-416	

	11	Comp Quiz #4; Reading Discussion	Read BGCW 651-656; Read BR "Plata o Plomo: Silver or Lead" 433-439	Annotated Bib #1 due
	12B	No Scheduled Class - Kendall in Dallas	work on: Annotated Bibs, Short Research Essay, "Inferno"	
	13	No Scheduled Class - Kendall in Dallas	work on: Annotated Bibs, Short Research Essay, "Inferno"	
<b>Academic Integrity and Documentation "Finding Answers"</b>				
	14	Reading Discussion	Read BGCW 687-699, 707-710; Read BGCW "The Right to Fail" 601-604	
	15	Comp Quiz #5; Reading Discussion	Read BGCW 700-706, 726-734 (sample MLA paper); Read BR "How to Identify Love..." 500-506	
	16	No Class -- Outside Writing	work on: Annotated Bibs, Short Research Essay, "Inferno"	
	17	Comp Quiz #6; Reading Discussion	Read BR "Spending Money graph" 371-372; Read BGCW 679-686; Read BR "Waste Not, Want Not" 557-563	
	18	Comp Quiz #7; Reading Discussion	Read BGCW 458-465; Read BR "Forget Shorter Showers" 564-569	
	19	Comp Quiz #8; Reading Discussion	Read BGCW 466-475; Read BR "Eating Green" 570-577	Short Research Essay due
	20	Comp Quiz #9; Reading Discussion	Read BGCW 476-483; Read AT "Save the Whales, Screw the Shrimp" 286-294	Annotated Bib #2 due
	21	Independent Research - No class in the classroom		
3/6	Spring Break			
<b>Academic Diversion "Taking Time for Other Things"</b>				
lar	22C	"Inferno" Reading Discussion	Read "Inferno" chapters epigraph-33	
lar	23	Reading Quiz on "Inferno"; "Inferno" Reading Discussion	Read "Inferno" chapters 34-67	
lar	24	"Inferno" Reading Discussion	Read "Inferno" chapters 68-end	
lar	25	"Inferno" Exam		
<b>Academic Collegiality "Working with Your Advisor" and "Working on an Academic Team"</b>				
lar	26	Reading Discussion	Read BGCW 347-349; Read BGCW "Getting it All Done" 605-607, "The Creation of Discontent" 611-615	
lar	27	Advising Conferences--No Scheduled Class	work on: Annotated Bibs, Trio Presentation, Semester Research Project	
lar	28	Advising Conferences--No Scheduled Class	work on: Annotated Bibs, Trio Presentation, Semester Research Project	
lar	29	Advising Conferences--No Scheduled Class	work on: Annotated Bibs, Trio Presentation, Semester Research Project	
lar	30	Reading Discussion	Read AT "from THE RIGHT STUFF" 398-406	Annotated Bib #3 due

lar	31	Trio Research Presentations		
r	32	Trio Research Presentations		
4/6	Easter Break			
r	33D	In-Class Writing; Composition Discussion		
<b>Thematic Reading "Applying Yourself"</b>				
pr	34	Reading Discussion	Read AT "Havasu" 421-429	
pr	35	Reading Discussion	tba	
pr	36	Reading Discussion	tba	
<b>Thematic Authority "Being the Authority"</b>				
pr	37	Individual Research Presentations		
pr	38	Individual Research Presentations		
pr	39	Individual Research Presentations		
pr	Scholarship and Creativity Day			
pr	40	Individual Research Presentations		
pr	41	Reading Discussion	tba	Semester Research Project du
<b>Thematic Closure "The End of All Things Good..."</b>				
pr	42	Reading Discussion	tba	
y	43	Wrap-up. Yo.		
y	Study Day			
5/8	Finals			