

**FYE 101: COMMUNITIES & CONFLICTS**

**FALL 2008**

**SECTION A: MWF 11:00-11:50AM (CRN 10002) IN CENTENARY SQUARE 203E  
 CONVOCAATION HOUR: TH 11:10-12:00PM (USUALLY IN KILPATRICK AUDITORIUM)**

**REQUIRED TEXTS:**

**FAST FOOD NATION: THE DARK SIDE OF THE ALL-AMERICAN MEAL BY ERIC SCHLOSSER, 2002, HARPER**

**THE ST. MARTIN'S HANDBOOK, 6<sup>TH</sup> EDITION BY ANDREA A. LUNSFORD, 2008, BEDFORD  
 COURSE WEBSITE: <http://blackboard.centenary.edu>**

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 However, you will find me in my office more often than this

*Learning is not the product of teaching. Learning is the product of the activity of the learners.*  
 --John Holt

Why did you come to college? Hopefully to learn. But what does it mean to learn? For many of you, learning has been about taking in information and re-presenting that information later during tests or on papers. At Centenary— a liberal arts college—there is a different model of learning. This model requires your active, engaged participation with and questioning of the material, your classmates, your culture, and your professor. I hope to develop your skills as a learner and thinker; to give you tools for the toolbox you will carry throughout your years and Centenary and into the world beyond.

This course introduces students to the liberal arts and to the processes of inquiry by which scholarly, professional, and public communities formulate knowledge and forge solutions to complex problems. Drawing on research, guest speakers, and cultural events from diverse academic disciplines and from contemporary public discourse, students and faculty examine ideas and analyze the arguments and evidence that are used to make and defend conclusions. We build on this examination to collaboratively engage in research projects that enable students to learn the research, analysis, writing and speaking skills essential to their academic and professional lives.

COURSE LEARNING OBJECTIVES:

- Document research and evidence in accord with MLA, APA, or Chicago Style
- Generate focused research questions from a broader topic
- Identify key claims, assumptions, and support
- Evaluate evidence
- Critique an argument
- Construct and support arguments
- Convey arguments, written and oral, coherently

ASSIGNMENTS & GRADING (700 points total):

<u>pts</u>	<u>assignment</u>	<u>due date</u>
60	Participation & Attendance	Assessed daily in class
60	*Homework/In-Class Assignments	Check the Schedule of Topics & Readings
	Some of these assignments are already noted in the Schedule of Topics & Readings, some will be introduced in-class at a later date	

*Fast Food Nation Written Assignments*

60	Chapter Summary	DUE: Tuesday, September 16 <sup>th</sup>
60	Chapter Simple Argument	DUE: Thursday, September 25 <sup>th</sup>
85	Documented Chapter Critique	DUE: Monday, October 6 <sup>th</sup>

<u>pts</u>	<u>assignment</u>	<u>due date</u>
<i>Documented Essay Assignments</i>		
25	Work Documentary Presentation	DUE: 9/29, 10/1, <u>OR</u> 10/3
35	Binder #1 (Research proposal)	DUE: Thursday, October 23 <sup>rd</sup>
60	Binder #2 (Sources)	DUE: Tuesday, October 28 <sup>th</sup>
60	Binder #3 (Outline)	DUE: Monday, November 3 <sup>rd</sup>
---	Documented Essay Draft	DUE: Tuesday, November 11 <sup>th</sup>
60	Class Presentation	DUE: week of November 17 <sup>th</sup>
20	*Optional Peer Review	DUE: Monday, November 17 <sup>th</sup>
100	Documented Essay	DUE: Friday, November 21 <sup>st</sup>
35	Final Exam	DUE: TBA

All major *Fast Food Nation* & Documented Essay assignments must be completed in order to pass the class.

\*There are three (and only three) opportunities for earning extra credit: (1) Homework and In-Class assignments are worth 70 points total, but will be recorded as 60 points in the grade book, (2) on Sunday, November 2<sup>nd</sup> at 2pm, there is an optional lecture at the Meadows Museum, and (3) there is an optional Peer Review of the Documented Essay draft.

Final grades are based on these (non-standard) overall percentages:

A 92-100%	B 82-91%	C 72-81%	D 62-71%	F 61% or less
≥ 641 points	571-640 pts	500-570 pts	432-500 pts	≤ 431 points

TRACK YOUR GRADE!:

**Participation (60 points)**

**HW/In-Class Activities (60 points, 70 possible)**

TDS Discussion Questions (2)	_____
Individual Perspectives (5)	_____
Active Reading (5)	_____
Identifying Appeals (10)	_____
FFN Faculty Panel Reflection (5)	_____
Come for a Visit (3)	_____
SSM Reflection (10)	_____
Research Questions (10)	_____
Looping Exercise (5)	_____
Paraphrasing & Plagiarism Exercise (5)	_____
Conference Abstract (5)	_____

**FFN Assignments (205 points)**

Summary (60)	_____
Simple Argument (60)	_____
Documented Critique (85)	_____
<b>Documented Essay Assignments (340 pts)</b>	
Work Documentary Present. (25)	_____
Binder #1 (35)	_____
Binder #2 (60)	_____
Binder #3 (60)	_____
Class Presentation (60)	_____
Optional Peer Review (20 ex cr)	_____
Documented Essay (100)	_____
<b>Final Exam (35 points)</b>	_____

USING COMPUTER RESOURCES:

This class requires you to use Internet resources, including email and the World Wide Web. Many assignments will be turned in electronically via email. My expectation is that you already know how to send and receive email (including attachments) and use a web browser. If you do not, you need to inform me during the first week of classes; I will set up a training session. **You should check your email at least once after 6pm every day and carefully read any email from me.**

ATTENDANCE:

Missing any classes will adversely affect your performance in the course and could lower your grade. Students who miss class must work with me to ensure adequate class participation and timely submission of assignments. Students (notably athletes, musicians, and those who are required to travel for school events) will not be penalized for officially-sanctioned absences, provided that:

- 1) you make prior arrangements to complete all in-class and out-of-class work,
- 2) you participate fully in the class overall, and
- 3) you do not miss any other classes.

In accordance with the FYE program's general policy on attendance, **you will fail the course if you miss more than nine (9) class meetings or convocations, for any reason** throughout the semester. Remember that attendance at FYE events & convocations is required and treated as a regular class meeting. If you know you will miss class for a reasonable cause, you should make prior arrangements with me, so that we can discuss any scheduled assignments. You are responsible for keeping up with the reading and assignments due even if you miss class.

This course is worth 4 credits because it occasionally demands your attendance at events outside our regular class time; missing these events counts as an absence. You should bring an index card with your name on it to these events and hand it to me to formally record your attendance. Turning in your card and then leaving early without prior notification or seeing another student do so without reporting it to me or the Honor Court is an Honor Code violation.

#### PARTICIPATION:

Engaged discussion is a necessary and integral part of this course; you are expected to come to class prepared, having read and thought about the material. You should expect to participate during every class as well as attend and mindfully engage in required FYE events. Participating in class is NOT managing to sit in your chair for 50 minutes or simply reading the assigned words on a page. Instead, participation is the act of engaging in the material and in the discussions about the material. Your efforts to grapple with concepts and terms, to pose thoughtful questions and responses, and to engage in discussions will prepare you to construct thoughtful and effective arguments in your writing. Thinking, speaking, and writing well are hard work, work that requires time, effort, and interaction.

Each day, your participation will be assessed on the following scale: No Show (0), Fail (1), Pass (2), or High Pass (3). If you attend class, but engage in distracting behaviors (e.g., sleeping, side conversations, using cell phones), you will lose participation points. Outstanding participation involves being engaged and allowing and encouraging your classmates to do so as well. If you do not voluntarily participate in class, you should expect to be called on.

#### LATE ASSIGNMENTS:

You are responsible for completing all work on time whether or not you are in class on the day it was assigned. I will deduct 10% of your points each day the assignment is late for any reason except illness or a family emergency; if the assignment is more than one week late it will receive a zero.

I will accept late assignments without penalty if you are ill or have a death or some other major emergency in your family. If you turn in an assignment late for any other reason, be aware that I will not provide you with written comments on that assignment; that being said, you are welcome as always to meet with me and receive oral comments on your performance.

Any late penalties will still apply if the assignment is rewritten; that is, if I deduct 10% from the essay because it was submitted a day late, the deduction will still apply even if you do the optional rewrite (below). There are no make-ups for assignments done in class; if you are absent for one of the reasons mentioned above, the score will not be averaged into your grade; if you are absent for another reason, you will receive a zero.

#### WRITING ASSIGNMENTS & OPTIONAL REVISIONS:

Most students find college writing assignments to be much more demanding than the writing assignments that they did in high school. Generally, you will find that you need to work through a series of drafts and get feedback at multiple stages in order to be successful in your writing. To that end, I am happy to:

- meet with you to discuss the assignment or any ideas that you have at any time during the term.
- read any drafts or watch trial presentations and give you oral feedback; come to my office hours or make an appointment. A face-to-face meeting is required; I cannot comment on work described via email.

- provide you with extensive and direct written feedback on all completed assignments aimed at developing your analytical and rhetorical performance as well as writing style. The most successful student writers are those who can quickly develop the emotional distance needed to read their professors' comments and criticisms as constructive ideas from deeply interested and invested editors, and not the disappointed musings of scolding, distant authorities. You should attempt to understand what went right and wrong, learn from all mistakes made, and get clarification so that your subsequent work will be stronger.
- allow you to revise up to two of the major writing assignments (noted by **HW** in the syllabus) in order to improve your grade. If you choose to do this, you should submit a writing record at the end of the term that includes all of the following (if any elements are missing, the assignment will not be re-graded): (1) your final version of the assignment; (2) the original graded assignment that I returned to you; and (3) any versions of the assignment that you have brought in for me to read in the meantime. If the final version of the assignment demonstrates marked improvement in the areas noted in my comments, I will replace the original grade with a grade based on the final version.

#### READINGS:

Readings should be done in anticipation of class meetings so that you are fully prepared to engage in the discussion. In some cases, you will find it necessary to read assignments more than once. In all cases, readings are listed in the syllabus in the order in which you will get the most benefit from reading them. You should always do readings before any written assignments as the readings are often designed to give you tips that will make the assignments stronger.

#### CENTENARY COLLEGE HONOR CODE:

All work is expected to be done *individually* and *independently* by students. You may consult any written sources (being sure to properly cite them, of course) or me on any assignments. Failure to properly cite sources or the use of other's language as your own are serious violations of the Honor Code—if you have questions about how these principles apply to your work, please ask. All Centenary students are bound by the Honor Code (see here for a refresher, <http://www.centenary.edu/handbook/honor>). Any violations or suspected violations will be referred to the Honor Court whose decision on the matter is final.

#### DIVERSITY STATEMENT:

It is my intent to respect and promote the value of every member of the class as an individual. As I cannot speak for all psychology professors or all women or all native-Californians, neither can any other student act as the representative of her or his gender, culture, race, sexual orientation, religion, gender identity, ability status, ancestry, color, national origin, or other background characteristics. I remind us all (myself included) that as everyone in the class is encouraged to share his or her unique perspectives as an individual, those experiences are shared as individuals, not as the parts (or even the sum) of those identity "categories." It is my intent to present material and classroom activities that respect diversity; your suggestions on how to improve the value of diversity in this course are appreciated and encouraged.

#### SERVICES TO STUDENTS WITH DISABILITIES:

(<http://www.centenary.edu/attachments/services/counseling/services/accommodation.pdf>)

It is the policy of Centenary College to accommodate students with disabilities pursuant to federal and state law and our commitment to equal educational opportunities. Students seeking support services/accommodations for a disability must first register with Disability Services (a division of the Counseling Center, 318-869-5466/5424, located on the ground floor of Rotary Hall) and should begin this process as early as possible. Students with accommodations approved through Disability Services are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss needed accommodations. I will gladly make appropriate accommodations based on disability to ensure the playing field is and remains level for all students.

## SCHEDULE OF TOPICS & READINGS

Day	Topic	Readings (# pages) & Assignments DUE
Fri	8/22	Orientation Meeting & Discussion: <i>This Divided State</i> 10-12am, Marjorie Lyons Playhouse 1:30-2:30pm, Centenary Square 203E
<b>WEEK 1</b>		
Mon	8/25	Perspectives & Context ⊖Roach: Intro, pp. 11-18; Ch. 7, pp. 171-178 (14)
Tues*	8/26	President's Convocation 11am, Brown Chapel
Wed	8/27	Administratae & Goals of a Liberal Arts Education ⊖Perry, Ch. 1, pp. 1-15 (esp. 1-10) SMH: Ch. 1, pp. 14-22 (22) <b>HW:</b> Individual Perspectives
Fri	8/29	The Power of Ideas ⊖Vowel: Democracy & Things Like That, pp. 47-59 ⊖Schwalbe: Inventing the Social World, pp. 123-138 (27)
<b>WEEK 2</b>		
Mon	9/1	<i>Labor Day Holiday</i> —No class meeting
Tues	9/2	<b>HW:</b> Socially Constructed Ideas SMH: Ch. 2, pp. 27-35
Wed	9/3	Active Reading FFN: Introduction, pp. 1-10 (16) <b>HW:</b> Active Reading
Fri	9/5	What is Argument? The Basics SMH: Ch. 11, pp. 177-181 (4)
<b>WEEK 3</b>		
Mon	9/8	What is Argument? Types of Appeals SMH: Ch. 9, pp. 146-152 FFN: Ch. 1 & 2, pp. 13-57 (50) <b>HW:</b> Identifying Appeals
Wed	9/10	What is Argument? Elements SMH: Ch. 9, pp. 152-160 FFN: Ch. 3 & 4, pp. 59-107 (54)
Thurs*	9/11	<i>Fast Food Nation</i> Faculty Panel: Bradford, Grunes, Lawrence 11am, Kilpatrick Auditorium
Fri	9/12	Disciplinary Perspectives & FFN Panel Discussion SMH: Ch. 62-64, pp. 832-835, 857-861, 872-875 (10) (Also, skim the student writing examples, pp. 836-851, 862-865, 876-883) <b>HW:</b> FFN Faculty Panel Reflection <b>HW:</b> 'Last day' to Come for a Visit!
<b>WEEK 4</b>		
Mon	9/15	Summary FFN: Ch. 5 & 6, pp. 111-147 (36)
Tues	9/16	<b>HW:</b> Summary
Wed	9/17	Argument & Audience SMH: Ch. 3, pp. 43-47 FFN: Ch. 7 & 8, pp. 149-190 (45)
Fri	9/19	Discussion of <i>Super Size Me</i> Watch <i>Super Size Me</i> SMH: Ch. 10, pp. 168-174 (6) <b>HW:</b> SSM Reflection

\* These are meetings outside the conventional class time; attendance is required.

⊖ Indicates an outside reading available on the course website.

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FFN *Fast Food Nation*

Day	Topic	Readings (# pages) & Assignments DUE
<b>WEEK 5</b>		
Mon	9/22	Information Literacy <b>Special location:</b> Magale Library, Lab 1A SMH, Chap. 13, pp. 222-224, 244-245 (3) If you are unfamiliar with library database searching, you should read pp. 227-238 <b>HW:</b> Finding Relevant Articles
Wed	9/24	Evaluating Evidence SMH: Ch. 14, pp. 249-259 FFN: Ch. 9, pp. 193-222 (39)
Thurs	9/25	<b>HW:</b> Simple Argument
Fri	9/26	Finding Claims & Generating Questions FFN: Ch. 10 & Epilogue, pp. 225-270 (45)
<b>WEEK 6</b>		
Mon	9/29	Work Documentary Presentations Reading on work: TBD ( ) <b>HW:</b> Presentation
Wed	10/1	Work Documentary Presentations Reading on work: TBD ( ) <b>HW:</b> Presentation
Fri	10/3	Work Documentary Presentations Reading on work: TBD ( ) <b>HW:</b> Presentation
<b>WEEK 7</b>		
Mon	10/6	Brainstorming Research Questions <b>HW:</b> Documented Critique
Wed	10/8	Douglas Rushkoff Convocation 11am, Kilpatrick Auditorium
Thurs*	10/9	Devon Peña Convocation 11am, Anderson Auditorium
Fri	10/10	Devon Peña Convocation 11am, Kilpatrick Auditorium
<b>WEEK 8</b>		
Mon	10/13	The Documented Essay SMH: Ch. 5, pp. 54-80 SMH: Ch. 12: pp. 212-221 (36)
Tues	10/14	<b>HW:</b> Research Questions
Wed	10/15	Refining Questions <b>Special location:</b> Magale Library, Lab 1A
Fri	10/17	<i>Fall Break—No class meeting</i>
<b>WEEK 9</b>		
Mon	10/20	Documenting Sources & Notetaking SMH: Ch. 14, pp. 259-269 SMH: Ch. 15, pp. 270-280 SMH: Ch. 16, pp. 281-283 (22)
Wed	10/22	Library Work Day <b>Special location:</b> Magale Library, Lab 1A
Thurs	10/23	<b>HW:</b> Binder #1
Fri	10/24	Formulating a Thesis & Structure SMH: Ch. 11, pp. 179-181 (2)
<b>WEEK 10</b>		
Mon	10/27	Support for a Thesis SMH: Ch. 11, pp. 182-199 (17)
Tues	10/28	<b>HW:</b> Binder #2
Wed	10/29	Addressing Counterarguments Reread, SMH: Ch. 9, pp. 155-159 (4)
Fri	10/31	Constructing Arguments SMH: Ch. 11, pp. 199-204 SMH: Ch. 6, pp. 96-105 (14)

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FFN *Fast Food Nation*

Day	Topic	Readings (# pages) & Assignments DUE
<b>WEEK 11</b>		
Sun*	11/2	Optional (extra credit) Lecture on Art related to Work 2pm, Meadows Museum
Mon	11/3	No class meeting <b>HW:</b> Binder #3
Wed	11/5	Individual meetings (No class)
Fri	11/7	Abstract Workshop <b>HW:</b> Conference Abstract
<b>WEEK 12</b>		
Mon	11/10	Discuss & Revise Abstracts <b>Special location:</b> Magale Library, Lab 1A
Tues	11/11	<b>HW:</b> Documented Essay Draft
Wed	11/12	Incorporating Comments & Revising Your Work SMH: Ch. 6, pp. 81-93 (12)
Thurs*	11/13	Dr. Glaros: How to Prepare & Deliver Oral Presentations 11am, Kilpatrick Auditorium
Fri	11/14	Presentation Workshop SMH: Ch. 25, pp. 484-492 SMH: Ch. 9, pp. 139-144 (13)
<b>WEEK 13</b>		
Mon	11/17	Class Presentations <b>HW:</b> Presentation <b>HW:</b> Optional Peer Review
Wed	11/19	Class Presentations <b>HW:</b> Presentation
Thurs*	11/20	Class Presentations <b>HW:</b> Presentation
Fri	11/21	Class Presentations <b>HW:</b> Presentation <b>HW:</b> Documented Essay
<b>THANKSGIVING BREAK</b>		
11/24-11/28		<i>Thanksgiving Recess—No class meetings</i>
<b>WEEK 14</b>		
Mon	12/1	Conference Preparation
Wed	12/3	FYE Conference
Thurs*	12/4	FYE Conference Rooms to be assigned
Fri	12/5	FYE Conference
<b>WEEK 15</b>		
Mon	12/8	FYE Conference Rooms to be assigned
Wed	12/10	Conference Debriefing & Course Wrap-Up
Fri	12/12	Individual meetings (No class)
<b>FINALS WEEK</b>		
TBA	Final Exam	<b>HW:</b> Final Exam <b>HW:</b> Optional Documented Essay Rewrite <b>HW:</b> Optional Presentation Do-Over

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