

## Freshman Studies 100

Fall, 2009

<i>Instructor:</i> Douglas Martin	<i>Class times:</i> 11:10 am -12:20 pm MWF
<i>Office:</i> Youngchild 106	<i>Class room:</i> Science Hall 040
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<i>Phone:</i> x6953	<i>Writing Tutors:</i> Natalie Grattan & Kristina Riemer
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### Course description

Welcome to Freshman Studies 100! Freshman Studies has been described in many ways, but is perhaps best understood as an introduction to the liberal arts. The class includes works of literature and philosophy, but it also, perhaps uniquely, features music and film, as well as works from the natural and social sciences - you'll be exposed to material across our curriculum.

The course is designed with practical goals in mind. Freshman Studies should help you to sharpen the skills you'll need in many later courses, especially skills in reading, writing, and speaking. Those skills can't be developed overnight, or even in a few months, and that's one of the main reasons why Freshman Studies is a two-term program.

By the end of this first term, I hope that you will have bonded with each other—and with at least one of our authors as well. Generations of Lawrentians credit Freshman Studies with teaching them how to think and how to write, and many alums have told us that they feel a special connection to the course.

Finally, I am the instructor, but my primary role is not to lecture or provide the “right” answer. Rather, we will learn together how to approach challenging material in the spirit of students educated in the liberal arts. Please don't be discouraged if I challenge, critique, or make suggestions for improvement on what you say or write. I will keep pushing for progress, no matter how good your work may be the first time: I encourage you to push yourself beyond what you now think of as your limits. Anything less would be selling yourself short.

### Required materials

- William Shakespeare, *King Lear* (Penguin)
- Plato, *The Republic* (Penguin)
- Akira Kurosawa, *Rashomon* (Criterion)
- Albert Einstein, *Relativity* (Three Rivers Press)
- Elizabeth Bishop, *The Complete Poems 1927-1979* (FSG)
- Diana Hacker, *A Pocket Style Manual* (Bedford/St. Martin's)

Please get the editions online through the LU textbook site. If you want to order some of the books online, be sure that you get the editions that the rest of us will be using. There are big differences among editions of *Lear* or *Plato*, in particular. You'll want to get in the habit of marking your books, and you shouldn't worry about diminishing their resale value. You may get

a decent price for a used textbook, but no one is going to pay you more than a buck or two for one of our selections.

### **Course requirements and final grades**

In order to pass this course, you must submit **all** of these materials:

- three short papers (300-600 words) (5% each)
- two longer papers (750-1200 words) (15% each)
- a rewrite of the first short paper (10%)
- a seventy-minute mid-term examination (given on Monday, October 12) (10%)
- a three-hour final exam (given on Friday, November 20 from 1:30-4:30 pm) (15%)

In addition to the above weightings, your final grade for this course will include:

- 20% for class participation, including
  - discussion participation
  - Moodle two-questions
  - lecture reactions

### **Getting the most out of this class**

To improve your chances of success in Freshman Studies, do these four things:

- Prepare thoroughly. It should take you at least two hours to get ready for each class. Begin with some pre-reading: notes and handouts should give you some sense of what to look for. And after you're finished reading, take a few minutes to review the passages you've marked: that's the best way to make sure that the reading sticks with you. Be sure to bring at least the work we're covering to every class. \*\*\* Please do not use outside sources on these works. These include, but are not limited to, the web and the library. \*\*\*
- Participate in class discussions. Ask questions, point to examples, or volunteer to read a passage aloud. All of those efforts will be rewarded at the end of the term. If you suspect that participation will be difficult for you, please let me know as soon as possible. I was once shy about speaking in class, and I may be able to help.
- Stay in touch with me. Whether you prefer e-mail or face-to-face conversation, it's important that we stay connected. I don't need to know about your personal life, but I should have a sense of how you're doing with the work for our class. So get in the habit of sharing your thoughts on the readings or your ideas for the papers.
- Don't rush your writing. Resist the temptation to crank out a paper the night before it's due. Most people need to work on a paper for several days, searching for examples, drafting, and revising. If you give yourself enough time to do a good job—and get some help or advice along the way—you're much more likely to be happy with the final product. The best advice is likely to come from me or from one of the writing tutors, Natalie and Kristina, assigned to our section.

**Papers**

There are three short papers, with a rewrite of the first paper, and two longer papers. All papers are to be thesis driven papers and should follow the writing guidelines handed out separately. The papers should be an analysis of the text itself, *no outside sources allowed*.

Suggested paper topics will be derived from class discussion and handouts. If you want to attempt a different topic than these, you must see me several days before the paper is due to receive approval.

**Lecture Responses**

You will be responsible for writing a short (150-200 word) response to each Freshman Studies lecture. These responses should focus on an issue you found interesting, confusing, or striking in that day's lecture. Do not summarize what you heard—instead, make connections, analyze ideas, or explore issues. The lecture responses should prompt your thinking and reflection so you are better able to participate and share your ideas about the lecture and the text verbally in class. The grading will be ✓-, ✓, or ✓+ with minimal comments.

**Further thoughts about class discussion**

This class will be run as a seminar, and since that format may be unfamiliar to some of you, I'll offer some hints and ground rules for our discussions.

- Don't wait until you've come up with the perfect answer. No one expects you to be perfect—and if you wait for perfection, you won't say much at all. There's nothing wrong with sharing an idea that you're not completely sure of.
- Don't be surprised by disagreement. And don't confuse it with disrespect. There will be times when others will question or challenge you—and times when I may disagree with you, too. That's not a bad thing. Disagreement is part of the larger process of testing ideas, not a sign that the process has broken down.
- Treat each other with respect. Listen to what others have to say, and assume that they are doing their best to move the discussion ahead. Don't interrupt, and try not to dominate the conversation. All of that may go without saying—but I'll say it anyway, just in case.
- Talk to each other, not just to me. Good comments are those that build on what others have been saying. If you're responding to another person, acknowledge her in some way—either by mentioning her name or looking in her direction.

**Participation grades**

Around weeks three and six, I'll provide interim grades for class participation. Your grade will depend on both the quality and quantity of your participation. In other words, it won't be enough to speak regularly. You'll also have to show that you have read and understood the material. Here's a way to start thinking about your grades in this area.

- An “F” indicates that you haven’t been participating at all. You may also create distractions, show up without your books, or convey disrespect for others.
- A “D” indicates that you’re speaking occasionally, but not very often. Your comments may come out of nowhere, and they may not have much to do with our readings.
- A “C” indicates that you’re doing average work, speaking about two or three times per week. To raise this grade, tie your comments to passages from the text or earlier remarks from classmates.
- A “B” means that you not only speak, but also help to set an agenda for discussion. You often respond to earlier comments, and relate big ideas to particular passages from the readings. It’s also clear that you’re not just talking to score points or boost your grade.
- An “A” means that your work in this area is consistently impressive. You speak regularly, give your full attention to others, and work with them effectively. Your command of the reading is always impressive, and it’s clear that you’re trying to read critically, not just taking things at face value.

### **Attendance and deadlines**

I will take attendance every day. You can miss one class without penalty, but each additional unexcused absence will lower your final grade by one-third of a letter grade. (Unexcused absences are those that haven’t been cleared by the Health Center, the Athletic Department, or the Dean of Student Academic Services.)

I do not accept late papers, but I am happy to grant brief extensions. When you request an extension, you must propose a new deadline for the assignment. The new deadline will be absolutely binding. If you miss it, you’ll get an “F” for the assignment.

### **Honor Code**

*No Lawrence student will unfairly advance his or her own academic performance or in any way limit or impede the academic pursuits of other students of the Lawrence community.*

Honor the Honor Code. All work on papers, exams, lecture reaction and Moodle responses must be your own. All written work must be accompanied by a signed reaffirmation of the Honor Code, “I hereby reaffirm the Lawrence University Honor Code.” I will not grade work without this signed reaffirmation.

### **Balancing your first term at Lawrence**

This is last, but far from least. This term, you are likely to be subjected to academic pressure like never before. A good way to minimize this is to plan your time well, lay out a weekly schedule, block off time to study, read, write and play. However, when push comes to shove, let me assure you of one thing: I never think of any student as simply a grade. If you run out of time and turn in a crappy paper, that is just a crappy paper - it may still deserve and receive a “D”, but professors generally (and myself in particular) will never hold that against you. So please relax - come see me with questions at any point. The worst I can do is send you off to think about them some more.

**Proposed Daily Schedule:**

- F 9/11            Shakespeare, *King Lear*: Act I (pp. 3-37)
- M 9/14            Shakespeare, *King Lear*: Act II (pp. 38-64); introduction writing  
W 9/16            Shakespeare, *King Lear* – workshop with AFTLS in Warsh 324 (Somerset)  
SHORT PAPER DUE ON MOODLE BY 5:00 pm
- Th-F 9/17-18    Sign up for paper discussion  
F 9/18            Shakespeare, *King Lear*: Act III (pp. 65-91)  
Th 9/17-Sa 9/19 See Shakespeare performed by AFTLS
- M 9/21            Shakespeare, *King Lear*: Act IV (pp. 91-122)  
PERFORMANCE RESPONSE DUE IN CLASS
- W 9/23            Shakespeare, *King Lear*: Act V (pp. 122-142)  
REWRITE DUE ON MOODLE BY 5:00 pm
- F 9/25            Plato, *The Republic*: Part 1 (pp. 3-52)
- M 9/28            Plato, *The Republic* – lecture by John Dreher in Stansbury  
W 9/30            Plato, *The Republic*: Parts 2-4 (pp. 53-129)  
LECTURE RESPONSE DUE IN CLASS
- F 10/2            Plato, *The Republic*: Parts 5-6 (pp. 130-88)
- M 10/5            Plato, *The Republic*: Part 7 (pp. 189-248)  
W 10/7            Plato, *The Republic*: Parts 8-9 (pp. 249-334)  
F 10/9            Plato, *The Republic*: Parts 10-11 (pp. 335-68)  
LONG PAPER DUE ON MOODLE BY 5:00 pm
- M 10/12          MIDTERM EXAM
- T 10/13          Rashomon Film, 8 pm Warsh Center cinema  
W 10/14          Kurosawa, *Rashomon*  
F 10/16          Kurosawa, *Rashomon* - lecture by Brenda Jenike in Stansbury
- M 10/19          Kurosawa, *Rashomon*  
LECTURE RESPONSE DUE IN CLASS
- W 10/21          Kurosawa, *Rashomon* Connections  
SHORT PAPER DUE ON MOODLE BY 5:00 pm
- F 10/23          NO CLASS – READING PERIOD**
- M 10/26          Einstein, *Relativity*: Sections 1-8 (pp. 3-28)  
W 10/28          Einstein, *Relativity* - lecture by Megan Pickett in Stansbury  
F 10/30          Einstein, *Relativity*: Sections 9-17 (pp. 29-64)  
LECTURE RESPONSE DUE IN CLASS
- M 11/2            Einstein, *Relativity*: Sections 18-23; Appendix 3 (pp. 67-91; 141-151)  
W 11/4            Einstein, *Relativity*: Sections 24-29 (pp. 92-116)  
F 11/6            Einstein, *Relativity*: Sections 30-32; Appendices 4-5 (pp. 119-129; 152-178)  
LONG PAPER DUE ON MOODLE BY 5:00 pm
- M 11/9            Bishop, selected poems  
W 11/11          Bishop, selected poems – lecture by Faith Barrett in Stansbury  
F 11/13          Bishop, selected poems

LECTURE RESPONSE DUE IN CLASS

M 11/16 Bishop, Recap, Review for Final Exam  
SHORT PAPER DUE ON MOODLE BY 5:00 pm

F 11/20 FINAL EXAMINATION – 1:30-4:30 pm