

INT 111-Q: The Whole Picture: Diving Into the Deep End  
Fall 2019  
**West Science 208**

**FYS Faculty:** Leon Tabak (Professor of Computer Science)

**Office:** West Science 211

**Office phone:** x4294

**Email:** ltabak@cornellcollege.edu

**Office hours:** 3:00 p.m. to 3:30 p.m.

**Student Success Instructor:** Hemie Collier (Director of Intercultural Life)

**Office:** Intercultural Life, Stoner House

**Office phone:** x4484

**Email:** intercultural\_life@cornellcollege.edu

**Class Meeting Times**

Hours vary. We will typically have class both mornings (8:30 or 9:00 am until 11:00 am or 12:00 pm) and afternoons (1:00 pm until 3:00 pm). Please see the detailed course schedule for more specific details on meeting times and meeting locations.

**Course Description**

Where are we? How did we get here? Where do we want to go? Answering these kinds of questions requires curiosity and a base of skills, knowledge and perspectives. This first year seminar is designed to provide an intellectual foundation and introduce a set of learning skills essential for success at Cornell and for life beyond. The course will provide opportunities for careful reading, for creative and critical thinking, for oral and written communication, and for engaging with others in a shared conversation about stimulating material. Students will play a major role in creating the goals that will define their success at college and develop strategies for effective engagement with courses as they begin to explore the whole picture. The course will involve discussion of works drawn from different times, different fields of study, and even different media, chosen to prompt thoughtful reflection on enduring questions, on what really matters, as we consider the sorts of lives we want to live.

The student success component of your FYS extends beyond the first block, to encompass activities and reflection assignments throughout Blocks 1, 2, and 3. Block 1 focuses on time management with an emphasis on helping you manage your academic responsibilities, campus involvement, and personal wellbeing. Block 2 emphasizes civil discourse and intercultural literacy. Block 3 focuses on academic planning and future opportunities.

**First-Year Seminar Learning Outcomes**

- Students will encounter works from a variety of academic disciplines and will practice critical reading and thinking skills. (Knowledge, Inquiry)
- Students will be introduced to key terms and concepts central to the essential abilities of writing, intercultural literacy, and quantitative reasoning, and to disciplinary/interdisciplinary explorations. (Knowledge)
- Students will distinguish between opinion, reasoned judgment, and evidence to evaluate arguments and ideas. (Inquiry, Reasoning)

- Students will be introduced to the importance of academic honesty and integrity. (Ethical Behavior, Inquiry)
- Students will practice writing and revision to develop and communicate ideas. (Communication)
- Students will practice oral communication by effectively preparing for and engaging in civil academic discussions. (Communication, Citizenship)

### **Student Success Component Learning Outcomes:**

- Students will become familiar with and use the academic, career, and co-curricular support services available on campus, including the Center for Teaching and Learning. (Vocation, Well Being)
- Students will develop strategies for effective time management. (Well Being)
- Students will be introduced to key terms and concepts central to civil discourse and intercultural literacy. (Communication, Intercultural Literacy)

### **Educational Priorities and Outcomes (EPOs) and Learning Objectives**

This course supports Cornell College's Educational Priorities and Outcomes with an emphasis on Knowledge, Inquiry, Communication, Intercultural Literacy, and Well-Being.

*For your reference, here is a list and brief description of all 9 of Cornell's EPOs:*

**Knowledge:** *integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, sciences, and social sciences.*

**Inquiry:** *respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.*

**Reasoning:** *evaluate evidence; interpret data; and use logical, mathematical, and statistical problem-solving tools.*

**Communication:** *speak and write clearly, listen and read actively, and engage with others in productive dialogue.*

**Intercultural Literacy:** *connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.*

**Ethical Behavior:** *recognize personal, academic, and professional standards and act with integrity.*

**Citizenship:** *collaborate with others and contribute in their communities and the larger world.*

**Vocation:** *discover and prepare for the range of opportunities and challenges that await them beyond their college experience.*

**Well-Being:** *respect the ways physical, emotional, spiritual, and intellectual well-being may contribute to a balanced life.*

## **Course Information**

### **Required Course Materials**

You must bring hard copies of the following texts to class.

Texts to be purchased: (*Make sure to get the specific versions listed, as indicated by the ISBN provided, so that we are all on the same page.*)

- a. *This Fleeting World: A Short History of Humanity*, by David Christian, 5th Printing. (ISBN: 9781933782041)
- b. *Seven Brief Lessons on Physics*, by Carlo Rovelli (ISBN: 9780399184413)
- c. *Fun Home*, by Alison Bechdel (ISBN: 9780618871711)
- d. *Native Guard*, by Natasha Trethewey (ISBN: 9780618872657)
- e. Course pack

Texts included in the course pack and provided on Moodle:

- a. *Meditations on First Philosophy... (First and Second Meditations)*, by René Descartes
- b. "Letter to My Son," by Ta-Nehisi Coates
- c. "To Live in the Borderlands," by Gloria Anzaldúa
- d. *Make it Stick: The Science of Successful Learning*, by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel (selected readings)
- e. *The Transition to College Writing*, by Keith Hjortshoj (selected readings)

Cornell College Course Planner

*This will have been mailed to you over the summer--Do not forget to bring it to campus and to class with you.*

You should bring paper and writing utensils to class every day.

A computer with specifications required by Cornell's IT department.

*Though we will rarely use the computer in class, many assignments must be completed out-of-class on a computer.*

### **A Note on Course Content**

You may find some of this course's content not only intellectually challenging and even surprising, but also emotionally challenging. Divergent views, expressed respectfully, are important and welcomed. Please do not hesitate to talk with your professor, and to consider utilizing other support services (including the Counseling Center, whose services include confidentiality), if you find yourself struggling.

### **Your Role in Creating an Effective Learning Environment**

We, the FYS Faculty and Student Success Instructor, are understanding and encouraging. We will return your work to you as soon as possible. We take you seriously and intend to support you and challenge you. We also expect things from you. We expect you to come to class every day and be on time, and we expect your work to be done carefully and turned in to us on time. We expect consistency of effort. We understand that problems that interfere

with your work are sometimes unavoidable and will do our best to be understanding. But our general expectation is that you will do all the required work every day, and that you will have the self-discipline to keep up with the long-term daily work which our course requires. The habits of disciplined study are valued by us. Those who show up for class and do the work learn more and get higher grades.

Our course plans are cumulative, that is, the work for today depends upon the work of yesterday and so forth. If your work is late you have harmed yourself by placing yourself outside of this stream of progress. We also do not enjoy dealing with late work; just as there is a forward momentum to what you do, there is also a forward momentum to what we do in the course. Dealing with late work serves to thwart that momentum. We can only operate under the assumption that you have done the work and are prepared for the class sessions. We realize that getting things in on time takes planning and effort, and so does being careful and thorough. But it is worth it, and we can see no other way for success.

### **Academic Support**

Please contact your FYS faculty, student success instructor, and academic advisor as soon as possible if you are having difficulty with the course or if a serious sickness/incident occurs during the block. Similarly, if you need to miss class, let your faculty or instructor know ahead of time.

Your student mentor can also provide support and advice regarding academic issues, time management, and life at Cornell more broadly.

If medical or psychological conditions arise during the block, please consult with your faculty, your instructor, and/or with a medical or psychological health provider, *before* your progress in the course may become impeded. If such concerns make the completion of this course infeasible, you may petition for a health withdrawal (WH). Be aware that Cornell counselors and health professionals will not normally issue support for a WH unless you have consulted them at or near the onset of the problem.

We encourage you to use the resources of the Center for Teaching and Learning ([Consulting Librarians](#), [Quantitative Reasoning Studio Consultants](#), [Writing Studio Consultants](#), etc.) and there are many other ways that we and others can help directly and indirectly, but you have to let us know!

### **Course Communication**

You are responsible for information and material that is posted on Moodle and/or that you receive to your Cornell email account.

The syllabus, selected readings/handouts, and other course materials will be posted on our Moodle page. Login at <http://moodle.cornellcollege.edu/>

### **Technology Policy**

You should NOT use cell phones, tablets, laptops, smartwatches, or other electronic devices during class time unless otherwise noted. For example, exceptions to this will be made if a device is part of a presentation in the class and while filling out course evaluations. We

expect you to use these devices only for class-related purposes. If we believe that you are misusing technology, we will issue you a warning—repeated use may result in the loss of class participation points.

### **Academic Honesty Expectations**

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is their work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

### **Accommodations**

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

### **Graded Work**

Graded assignments will be discussed in class and more information may be available on Moodle.

### **Grading Process and Criteria**

*Your grade will be determined as follows\*:*

- Participation (31%)
- Quizzes and Exams (23%)
- Paper (20%)
- Other Assignments (10%)
- Student Success Component (16%)

Failure to complete multiple assignments may result in an additional grade reduction.

For your final grade, we will use the following scale:

Percent	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
below 60	F

*Note that the faculty are usually required to submit grades to the Registrar by noon on day 1 of the subsequent block (in some cases, such as blocks 4 and 8, the schedule is adjusted). For this class, you can expect to see an in progress (“midterm”) grade on self-service on the afternoon of Monday, September 24<sup>th</sup>. This grade will then be adjusted after the end of block 3, once you’ve finished the student success component and your attention management grade is included.*

### **Class Participation:**

#### ***In-Class Engagement (8%)***

The quality of your learning and of each class session is highly dependent on completing the course material and coming to class prepared to engage the material. You will be evaluated based on the extent of your informed and respectful participation in class. “High quality” participation is impossible to obtain without carefully completing and thinking about the assigned course material before every class, attending class, and interacting respectfully with others in the classroom. Your grade will not be based on how often you talk but on how well your participation in the classroom facilitates discussion and comprehension. This means not only listening actively and speaking constructively but also refraining from activities that inhibit class discussion. You are expected to be alert, attentive, and prepared. Missing class, missing class activities, or activities such as sleeping, being inattentive, talking to neighbors, texting, and rude responses are not acceptable and will reduce your grade.

Attendance and engaged participation at all class meetings is absolutely mandatory. Some assignments, retrieval practice, and exam content will be based specifically on discussions in class. Missing more than fifteen minutes of any class session will be considered an absence. Each absence will drop your final overall grade by  $\frac{1}{3}$  of a letter grade. (For example, missing one class would drop a B to a B-). If you can’t attend for any reason, you should notify your faculty or instructor in advance. Absences due to emergency situations may be excused at the instructor’s discretion. In all cases, you are responsible for learning what happened during your absence. We expect that students will arrive on time, be prepared, and actively participate in all class meetings. It is rude and disruptive to arrive late or leave early—but don’t skip class just because you are running late.

We expect that there should only be one person talking in class at a time. We cannot operate in an environment of competing conversations. Moreover, we will respect the views of all in class. This does not mean that we will not challenge those views, in fact, one of the ways we show our respect for a view is by taking it seriously enough to give it our attention. But there should always be a respectful way to do this. In general, one should respond to the idea being expressed, not to the personality doing the

expressing. This avoids ad hominem attacks and helps to create an atmosphere of free expression. One of our goals for the first week of the course will be to develop specific guidelines for respectful dialogue in our classroom.

We will generally take a short mid-morning and mid-afternoon break. While you do not need to ask permission to leave class to use the restroom, whenever possible, please plan to take your breaks at these times.

### ***Daily responses (10%)***

To prepare for class, a short response is due at 6:00 a.m. unless otherwise noted. Responses are submitted via Moodle. Late responses will not be accepted.

Response assignments vary and more details for each assignment are provided in the course schedule. You should be prepared to discuss your reflection in class.

Responses are credit/no credit; these assignments and the credit/no credit structure are intended to encourage you to engage with and share your own ideas on course material (or related material) in a semi-structured manner. In reviewing these responses, we will assess your thoughtful and comprehensive completion of these assignments. We are not focusing on grammar or spelling, however your response must be comprehensible. If responses are incomplete or do not reflect a thoughtful engagement with course texts, we will let you know.

### ***Attention Management (8%)***

In order to encourage attentiveness, focus, and community-building, students are expected to discontinue consuming all personal digital content 10 minutes prior to class, during FYS class time and breaks in block 1, and during student success class meetings in block 1, 2, & 3. Points will be awarded when you Flip Off your device prior to and during FYS and Student Success class meetings, including breaks.

### ***Scored Discussion (5%)***

On Wednesday, September 11th, you will participate in a scored discussion on *Fun Home*. The class will be divided into 2 sections; students in each section will consecutively participate in the discussion and participate as an observer taking notes on the discussion. Each student will also complete a self-evaluation. Students who have not completed the preparatory work for the scored discussion will not be able to participate and will not receive credit for this assignment. More information is available on Moodle.

## **Quizzes and Exams**

### ***Quizzes (2%)***

The first quiz will take place in class on Wednesday, August 28th. An additional quiz, which will not be announced, will follow. You cannot make up missed quizzes.

### ***Mini-Exam (6%)***

The first exam will take place in class on Friday, August 30th. This exam will cover material addressed in course texts, activities, lectures, and class discussion from days 1-4. If you arrive at the exam late, you must finish the exam by designated stop time.

### ***Final Cumulative Exam (15%)***

The final exam will take place in class on Monday, September 16th. This cumulative exam will cover material addressed in course texts, activities, lectures, and class discussion throughout the course. If you arrive at the exam late, you must finish the exam by designated stop time.

### **Paper and Peer Review (20%)**

You will submit several drafts culminating in a final 1400-1600 word essay that analyzes themes in Ta-Nehisi Coates' "Letter to My Son." Our writing process will involve peer workshopping and multiple revisions. All drafts will be submitted on Moodle. The first draft is due Saturday, September 7th at noon. You will read and provide feedback on peer drafts and workshop these drafts on Monday, September 9th. The second draft is due Thursday, September 12th at 10:00pm and the final draft is due Tuesday, September 17th at 1:00pm. You are not guaranteed feedback if drafts are submitted late. Late submission of the final paper will be penalized one letter grade (e.g., from a B to a C). More information is available on Moodle.

### **Other Assignments**

#### ***Quantitative Reasoning Worksheet (5%)***

This set of activities is intended to help you develop and practice their quantitative reasoning skills. We will build upon and apply course concepts through these quantitative reasoning exercises. We will begin working on the QR worksheet in class on Thursday, September 5th and a hard copy of the completed worksheet is due in class on Monday, September 9th at 9:00am. Late submission of the Quantitative Reasoning Worksheet will result in a deduction of one letter grade from this assignment (e.g., from a B to a C).

#### ***Final Portfolio Reflection (5%)***

Your final portfolio reflection asks you to reflect back on block one and to think about and make a plan for your future and the development of your Cornell story. You will also upload several documents to your e-portfolio. More information is available on Moodle. Draft of written work is due Wednesday, September 18th in class and the final submission is due by 3:00pm.

### **Student Success Activities (10%) and Written Assignments (6%)**

The student success component includes participating in student success activities, completing a time log, practicing time and attention management, and completing several written reflections. Assignments will be evaluated by your FYS success instructor. You and your academic advisor will be informed of your preliminary in-progress grade at the end of Block 1 (which will not include student success attendance, participation, assignments or your Attention Management grade) and you will receive your final comprehensive grade at the end of Block 3. More details on the specific student success assignments is available on Moodle.

*Here is an important piece of practical advice: We expect you to backup all of your work to your Cornell H drive and/or google drive. "I lost the file" and "My computer hard drive got corrupted" will not be accepted as excuses for missing work. Nor will "my computer isn't*

*working”—if your files are backed up, you can always go to the 24 hour computer lab to complete electronic work.*

### **Section Specific Policies**