

Commonwealth Honors Program Renewal Application

Massachusetts Board of Higher Education

Fitchburg State University

Fitchburg State University Honors Program

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Submitted to:

Commonwealth Honors Program, Executive Committee
C/O Director of Academic Policy
Board of Higher Education
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November 1st, 2019

Table of Contents

I. Letter of support from President.....	3
II. Evidence documenting fulfillment of the criteria for certification	4-16
Mission.....	4-6
Organization and Administration.....	6-7
Admission Criteria	7-9
Transfer Criteria	9
Program Curriculum.....	9-12
Graduation Criteria.....	12-13
Program Resources (includes budget)	13-16
Curriculum Review Process	16
III. Student Enrollment in the Honors Program.....	16-20
Data on Honors Program	17-18
Enrollment in Honors Courses.....	19-20
IV. Honors Program Courses Descriptions	20-22
V. Process for approval procedures for new courses.....	22-26
Appendices.....	27-146
A: University Liberal Arts and Sciences Core Outline.....	27
B: New University Liberal Arts and Sciences Core Outline	28
C: Thesis Titles 2013-2019.....	29-32
D: Budget Detail and Narrative.....	33-34
E. Thesis Checklist and Handbook.....	35-43
F: Sample Syllabi for Honors Courses 2016-2019 Handbook.....	44-144

Richard S. Lapidus, Ph.D.

PRESIDENT

September 23, 2019

Department of Higher Education
One Ashburton Place
Room 1401
Boston, MA 02108

Dear Members of the Commonwealth Honors Program Executive Committee,

It is with pleasure that I provide full support for the Fitchburg State University Honors Program application for renewal as a Commonwealth Honors Program. The Honors Program has a clearly articulated mission that aligns well with the core values of the university. The curriculum is designed to challenge our academically-talented students and provide diverse and enriched educational opportunities for those seeking a deeper and more customized learning experience. The enclosed application demonstrates that our program meets, and in some cases exceeds, the criteria required for Commonwealth Honors Program approval.

Our honors courses are focused on developing and strengthening skills related to the Liberal Arts and Sciences. These skills serve as important building blocks for students in all disciplines and provide the foundation necessary for a lifetime of continued exploration and learning. All honors students are required to complete a thesis and much of this work is presented during our Fitchburg State University Undergraduate Research Conference. This work is critiqued by campus audiences and those from the community-at-large and provides students a valuable opportunity to expand their research agenda. Some of this work has become part of important service-learning opportunities. Additionally, learning has been incorporated into the development and growth of our Honors Residential Learning Community.

I am proud to share that the Honors Program continues to grow in numbers and, more importantly, to diversify in terms of student composition. Work in the office of Admissions to identify interested students and dedicated financial aid has assisted in attracting high-performing students that more closely represent the population of the region we serve. This recruiting effort improves the quality of the academic experience for all members of the campus community.

I look forward to meeting the members of the site visit team and reviewing with them feedback from the visit. The university is fully committed to continuous improvement and seeks to best meet the educational goals of the students the Honors Program is designed to serve.

Sincerely,



Richard S. Lapidus
President

**Application for Commonwealth Honors Program Status Renewal
Fitchburg State University Honors Program**

II. Evidence documenting fulfillment of the following criteria:

A. Mission

- 1. The Honors Program has a clearly articulated mission, focused upon its purposes, educational goals, and the students it wishes to serve.**

Purpose Fitchburg State University's Honors Program is a Liberal Arts and Sciences-based program dedicated to honors level academic courses. The Honors Program challenges the best prepared and most qualified students by providing an enriched set of courses and experiences to cultivate their talents. Students who participate in the Honors Program will be well prepared for continued study, such as graduate school. They are regularly exposed to professional experiences, such as presenting at scholarly conferences. Honors courses extend the classroom experience by offering exposure to rich cultural environments and events. Students are given an extra level of support through individual relationships with professors; commonly motivated peers; and the program coordinator. These students strengthen the University as a whole by actively contributing in their non-honors courses, modeling exceptional student performance, and through their engagement with University and Community programs.

Educational goals The Honors Program emphasizes the following skills and areas of expertise: conceptual and applied knowledge; communication, collaboration, and organization; problem solving, synthesizing, and critical analysis; creativity and aesthetic appreciation; ethical reasoning; and citizenship and service. Note, these educational goals are aligned with the current general education objectives. The Honors Advisory Committee will work to align and revise the Honors education goals to the new general education objectives.

Conceptual and Applied Knowledge: students will demonstrate applied knowledge of current local, national, and global issues and events, broad knowledge of liberal arts and sciences, and the ability to use research techniques in these fields to explore significant questions.

Communication, Collaboration, and Organization: students will engage in active and interactive communication in all forms, demonstrate planning and organizing skills, and work in groups to identify solutions to problems.

Problem Solving, Synthesizing, and Critical Analysis: students will demonstrate critical thinking and problem solving, by identifying relevant questions, generating logical explanations and predictions, collecting and analyzing data, and comparing alternative conclusions through deductive and inductive reasoning.

Creativity and Aesthetic Appreciation: students will initiate and carry out independent projects, showing the ability to see beyond boundaries, develop new ideas, and craft a valuable and compelling vision.

Ethical Reasoning: students will examine the ethical issues involved in human actions and formulate a set of principles and virtues that can be brought to bear in personal and public decision making.

Citizenship and Service: students will explore possibilities and opportunities to enact positive change on an individual or group level and will reach out to the community through service learning.

Students it wishes to serve Students invited into the Honors Program have demonstrated success and promise in their high school classes. They self-identify as interested in the higher level of challenge of an honors program. They are intellectually curious. They are self-driven and collaboratively support the academic development of their peers as well as their own.

I would like to recognize those members of the Honors Advisory Committee who served last year, worked to revise the mission statement, and have helped to create the Advisory committee roles:

Jessica Alsup, Exercise Sciences
Franca Barricelli, Dean of Arts and Sciences
Catherine Canney, Associate Vice President of Academic Affairs
Lena Ficco, Psychological Sciences
Jonathan Harvey, Humanities
Gerald Higdon, Mathematics
Michael Hoberman, English Studies
Wendy Keyser, English Studies
Keith Williamson, Dean of Business and Technology
Jinawa McNeil, Director of Admissions

2. The Program mission is aligned with the institution's mission.

The University Mission reads as follows:

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

The Honors Program plays a key part in fulfilling the University's mission. The Honors program focuses on critical learning goals within the Liberal Arts and Sciences Curriculum as well as emphasizing the importance of community involvement and service. The focus of our program and the University mission is to build the skills and confidence that will allow our students to lead both on the campus and in the greater community.

B. Organization and Administration

- 1. The Honors Program has a clearly defined director/coordinator who reports directly to the office of the chief academic officer of the institution.**

The office of the Provost and Vice President for Academic Affairs administers the Honors Program. The Honors Program Director, Dr. Catherine Buell, meets monthly with Associate Vice President for Academic Affairs, Dr. Catherine Canney, to provide updates on the program and address any issues.

- 2. The director/coordinator has a minimum of six (6) credits per semester release time and/or an appropriate stipend in lieu of no more than three credits of release per semester. Provision is made to fund work done by the director/coordinator outside of the regular academic calendar.**

The Director receives two course (6 credit hours) release time per semester with a \$500 stipend each month for work required during June, July, and August.

- 3. The Program has a faculty Honors Program Committee with provision for administrative and student representation. The Committee shall have clearly defined responsibilities.**

An Honors Advisory Committee serves as a steering committee for the program. The committee duties range from application review, revising the mission, aiding in new ideas/outreach, and curriculum recommendations. Requests for service on the committee are circulated to the entire faculty community. Committee composition includes 8 faculty and 4 administrators. Currently there are no students on this committee.

The Honors Curriculum Committee, or subcommittees of the committee, carries out work in the following areas:

Admissions: A subcommittee, including the Director, reviews candidates for the Honors Program that are initially screened by the Admissions Office and referred to the Director. The subcommittee reviews admissions materials using the Admissions criteria, and recommends admission to the Honors Program. This work begins in December and continues through May, though most of the work is complete by April. In the time frame of this review, Admissions review has been done via subcommittee, as well as, solely by the Director.

Curriculum: The committee reviews the curriculum and considers proposals for amending the curriculum, including any possible changes to the sequence of courses, and the creation of new courses, and replacement of existing courses. All approved recommendations are then forwarded to university governance if required. In the 2018/2019 academic year, the university approved a new LAS (or general education) curriculum to be implemented in the fall of 2021. The curriculum subcommittee will be working on transforming the current Honors program to fit the new LA&S requirements.

Policies: The committee reviews Honors policies, including course equivalencies, and the policies for the minor and major.

Thesis Guidelines: The committee reviews the overall guidelines for thesis, develops and revises a thesis handbook, and examines assessment data related to theses. Thesis Handbook and Guidelines can be found in Appendix E.

4. Institutional membership in the National Collegiate Honors Council is strongly recommended.

The Fitchburg State University Honors Program is an institutional member of the National Collegiate Honors Council.

5. Institutions may also provide unique services or Programs for the system as a whole (e.g., experimental courses or faculty workshops/conferences provided by Commonwealth College or summer honors Programs at the University of Massachusetts Boston or at Cape Cod Community College).

Fitchburg State University Honors Program does not currently provide these services.

C. Admissions Criteria

1. The institution has established Honors Program admission standards based on its particular circumstances.

Students may apply to the Fitchburg State University Honors Program by selecting that option on the university application form. In addition, students meeting the standards are also considered for the program regardless of the “Yes” or “No” selection) and additional students are considered when referred by the Admissions Office. Applicants must satisfy all criteria for admission to the university and must demonstrate a record academic excellence and community/school activities and service.

For the class entering in Fall 2020 Admissions staff employed GPA and SAT benchmarks of 3.5 high school GPA and 1150 SAT-Total score, and considered

other factors listed below (under item C2) for evidence of excellence. Admissions uses a 3.2 high school GPA and 1050 SAT to consider students in districts with restricted access to Honors and AP courses (which affect the adjusted high school GPA). Occasionally the Honors Director will review an application that does not meet all of these criteria at the specific request of an applicant provided that there is strong evidence of the applicant's academic talent and activities/service.

- 2. For state college and University Honors Programs, freshman admission to the Program includes such factors as high SAT scores, graduation near the top of the high school class, and/or other factors that are predictive of academic success. Freshman admission may also be granted on the basis of recommendation of faculty or admissions officers with the approval of the honors coordinator/director.**

Selected applicants are referred to the Honors Program Director for review. Items considered by the Director include, but are not limited to:

- High school courses and academic rigor of courses
- Adjusted high school GPA
- SAT scores
- School and community activities and service
- Letters of recommendation
- Application essay
- Assessment by the admissions department, including materials for admissions and information from admissions staff

Starting next year, the Honors Director will reinstitute the Honors Admission Subcommittee of the Advisory committee to review applications. Two members of the subcommittee will be assigned each application. If the first two readers do not reach a consensus, the Director reviews the application. The Director will then make or decline to make offers through the admissions system.

The University engages with the Fitchburg High School Honors Academy students beginning in their freshmen year through various activities including information sessions, research and service learning projects. This partnership between the university and high school has resulted in the enrollment of more FHS Honors Academy students in our Honors Program.

- 3. The Program has defined procedures for the admission of continuing students who by their academic performance have demonstrated that they are capable of honors work.**

Presently, currently enrolled Fitchburg State University students can apply for entrance to the Honors Program as a minor only. Students must have at least a 3.5 GPA to be considered for the Honors Minor. The Director reviews the GPAs of all students at the university each semester and sends a letter of invitation to join to the minor to all students with a GPA of 3.5 or better who have between 15 and 45

credits.

Beginning in Fall 2019, the University will pilot an opportunity for current students to be accepted into the Honors program as majors. Before registration for the spring semester in November, the Honors Director will solicit faculty recommendations of students who demonstrate honors level work, but are not currently in the Honors program. There are five available slots for this pilot and the program will prioritize diversity to include more first-generation students and students of color. The Honors Director will review the student recommendations and make the offer to the eligible students. Selected students will start in the full Honors Program in Spring 2020 with the Honors scholarship. This is an exciting opportunity to recruit qualified diverse students who may not have been ready to make this commitment as entering freshmen.

D. Transfer Criteria

- 1. The Program guarantees admission to all students who graduate from a Commonwealth Honors Program at a community college and are accepted for transfer.**

The Honors Program should admit transfer students using the same basic criteria except that in these cases the admissions subcommittee reviews students' college or community college grades and other evidence, including but not limited to, a record of honors courses. Applicants from an honors program at a community college in the Commonwealth of Massachusetts who meet the Fitchburg State University Honors Program GPA requirements should be offered admission to the Honors Program minor.

- 2. Honors courses completed with a grade of B or better at a given level (e.g., 100, 200, 300) are accepted for transfer at that level.**

Honors courses completed with a grade of B or better at a given level should be accepted for transfer at that level.

- 3. Honors Program coordinators/directors may allow students to substitute other academic work in meeting honors course requirements for transfer admission to the Honors Program.**

The Honors Director may allow transfer students to substitute other academic work in meeting honors course requirements for transfer admission to the Fitchburg State University Honors Program.

E. Program Curriculum

The full Fitchburg State University Honors Program offers talented and highly qualified entering students a rewarding and innovative integrated program of study. The Honors Program is a complete honors curriculum, replacing the LA&S (Liberal Arts & Sciences)

or general education requirements for Honors students. The current university-wide Liberal Arts and Sciences Core Outline can be found in Appendix A. The newly accepted Liberal Arts and Sciences Core Outline to start in Fall 2021 can be found in Appendix B. The Honors Program is available for all academic majors and coordinated with all programs.

Students in the full program take courses that meet all of their LA&S requirements:

Four courses in Science, Math, and Technology

HON 1600 Honors Biological Issues and Inquiry

HON 1151 Wellness in Today's World

HON 1700 Honors Statistics or the required math course for their major (replaces Discrete Mathematics)

HON 2250 Honors Seminar in Earth and Environmental Science (replaces Honors Seminar in Geo/Physical Science)

Three Courses in Citizenship and the World

HON 1005 Human Behavior: Introduction to Personal and Social Contexts (replaces Foundations of Leadership)

HON 1020 Current Events and Service Learning

HON 2225 Honors Seminar in History

Five Courses in the Arts

HON 1050 Honors English I

HON 1200 Honors English II

HON 1070 Mozart to Modernism

HON 2150 Honors Seminar: Contemporary Issues in Humanities

HON 2100 Honors Seminar in Literature

In addition, students' foreign language requirement (proficiency at the Intermediate II level or equivalent) helps to meet the LA&S Global Diversity requirement and the student's 6-credit thesis project helps complete the LA&S Advanced Options area.

Students in the Honors Minor take the four Honors courses (often but not limited to the seminar courses) in addition to completing a 6-credit Honors Thesis. They may also use these courses to help meet their LA&S or major requirements.

The Honors Advisory Committee and Honors Director are working to align the current Honors curriculum with the new LA&S.

1. The Program provides a sufficient number of honors courses so that honors students may complete the requirements in a timely manner.

The Fitchburg State University Honors Program offers all courses necessary to graduate and does so each semester. With the exception of Honors Theses, every

Honors course is offered in Fall or Spring. As the entering classes have increased from 18-25 students a year to nearly 40 students a year this has led to scheduling two sections of certain required Honors Program classes. This has helped scheduling for students; however, it has been a difficult transition for the departments that teach the classes. Most Honors courses have just one section in a year. Students in Nursing and Education often face repeated scheduling conflicts and so steps have been taken to try to coordinate the scheduling of our courses in relation to these other departments. We have also reached agreements for some of the Honors courses to be accepted in place of Nursing and Education requirements, and vice versa. In a few other cases the Honors Program has allowed for substitutions of courses when there are repeated scheduling conflicts with Honors and required major courses. As the Honors Program numbers have increased, we have been able to offer multiple sections of honors courses resulting in fewer conflicts and substitutions.

2. Honors courses are offered in both traditional academic fields and as special topics (e.g., addressing issues or recent developments at the international, national, or local level).

The curriculum combines work in traditional academic fields such as English and History with interdisciplinary work such as in the Humanities courses. Students address special topics in several courses. In Current Events and Service Learning, students engage in analysis of political and social issues on the local, state, national, or international levels, as well as perform service learning oriented toward these activities. Seminar courses expose students to in depth study of topics in the fields of History, Earth and Environmental Science, Literature, and Humanities. Individual course topics change based on the expertise of the instructors.

3. Honors courses are distinguished by their attention to student inquiry, writing, critical thinking, and oral presentation.

Examination of the syllabi of our honors courses (see Section IV) clearly establishes that most of our courses involve students developing questions, critically examining problems, theories, and solutions, producing written work, and participating in oral presentations. These courses involve greater rigor than non-honors courses and require the use of primary sources as part of the course materials. The Honors program curriculum and courses are designed to give students the preparation needed to begin their thesis projects. Each thesis student has a primary advisor and a second reader who, along with any members of the campus committee, attend a research presentation made by the student at the end of each semester. The Honors Director informs and invites all members of the campus community to attend student thesis presentations. As a requirement of thesis, all students also must present their work at the Fitchburg State University Undergraduate Research Conference as well as the UMASS Research Conference.

- 4. In community colleges the Program provides an honors seminar or colloquium that is interdisciplinary, for honors-level students only and preferably team-taught.**

N/A

- 5. Honors experiences provide opportunities for laboratory or field research, archival or library research, and activities in the creative arts.**

Students are taught basic skills related to the performance of research in multiple fields in their honors courses (again, see course descriptions in Section IV) as well as complete 6 credits of work developing independent research projects in their fields of interest. Depending on the topic area, this research involves unique laboratory or field research, examination of archival data or literature reviews, or the creation of artistic products (see Appendix C for a list of theses completed in the last six years).

- 6. The Program ensures that all students have access to an honors advisor as well as an academic advisor.**

The Honors Director has access to all honors students' records and students are sent advising emails by the Honors Director at the start of the advising period. Students are strongly encouraged to see the Director during the advising period either before or after they meet with their Academic Major Advisors.

- 7. Additional honors activities and learning options are available, such as outside speakers, seminars, workshops, and social activities. These may include public service opportunities, internships, and exchange programs.**

The Honors Program provides and encourages additional honors experiences and learning options. For example, students in the Mozart to Modernism course have taken trips to Boston to attend concerts and visit museums, and students in Current Events and Service Learning are visited by a number of local, outside speakers in their class and engage in service learning in the community.

F. Graduation Criteria

- 1. The institution has clearly specified and published criteria for students to maintain standing in the Commonwealth Honors Program and to graduate as Commonwealth Honors Program Scholars. Graduation criteria must meet or exceed the following:**
 - a. To graduate as a Commonwealth Honors Program Scholar from a Community College, students need at a minimum:**
 - i. A cumulative grade point average of 3.2 (on a 4.0 scale);**
 - ii. Three honors courses (nine credits), with a grade of B or better.**The Program provides students an option to substitute an

- honors thesis or project involving independent research for one of the three required honors courses;**
- iii. One honors seminar or colloquium that is interdisciplinary, for honors-level students only, and preferably team-taught.**

N/A

- b. To graduate as a Commonwealth Honors Program Scholar from a State College or University Commonwealth Honors Program, students need at a minimum:**
 - i. A cumulative grade point average of at least 3.2 (on a 4.0 scale);**
 - ii. Six academic honors courses (at least 18 credits), one of which shall constitute a thesis or project, with a grade of B or better;**
 - iii. The thesis shall include a public presentation by the student and is subject to final approval by an appropriate faculty committee. Creativity is encouraged in the development of theses and projects.**

Honors students must maintain a cumulative grade point average of 3.3, take at least six academic honors courses, and complete six credits work of on an honors thesis. Students are strongly encouraged to pursue and develop projects of personal interest in their thesis projects. Approval and assessment is done by the thesis advisor and second reader. All projects are presented multiple times—at the end of each semester in which the work is completed (proposal and defense meetings) as well as at the Fitchburg State University Undergraduate Research Conference and the UMASS Research Conference.

G. Program Resources

- 1. The Program has a budget appropriate to carry out the mission and goals of the Program.**

The Honors budget provides funds for teaching supplies and research materials, travel by classes to advance the goals of individual courses, catering, ink for the Honors Commons copying, and travel for Honors students and the Director. The Honors program has doubled its incoming classes, so the budget has been tighter; however Academic Affairs has expressed they will add money to the budget as needed to support Honor student needs. The FY 19-20 department operating budget is \$9,500 with an additional \$1,700 for a work study student.

There is a new separate fund for FY 19-20 for the Honors Residential Living Community (RLC) with \$1,500 for activities, academic events, social events, and catering.

Below is a table showing the budgeting for Honors since the last Program Review. Note, starting in FY 2014, the Honors Program no longer paid to replace Honors faculty within the department.

Budget FY2013	Budget FY2014	Budget FY2015	Budget FY2016	Budget FY2017	Budget FY2018	Budget FY2019	Budget FY2020
\$ 57,000	\$ 7,000	\$ 10,000	\$ 10,000	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500

See Appendix D for a detailed explanation of the actual budget and the subcategories of spending as well as an explanation of subcategories.

Also starting in FY2017, the Honors Program has had a part-time work study student. The budget for this student worker are in the table below.

Budget FY 2017	Budget FY 2018	Budget FY 2018	Budget FY 2020
1,540	2,000	1,932	1,700

- 2. In addition to an appropriate budget, the Program will be evaluated based on how well it addresses the following budget categories:**
- a. Honors Program scholarships are provided for entering, continuing, and/or graduating students.**

Entering Fitchburg State University Honors students (full program students) receive a renewable scholarship of \$2,000 per year. Renewal is based on a student's progress in the program. Students with GPAs falling below the minimum of 3.3 meet with the Director to draw up a program to raise their GPA, and they receive between a semester and a year to do so.

As of Fall 2018, entering Fitchburg State University Honors students from the Fitchburg High School Honors Academy receive an additional \$500 per year.

As of Fall 2019, an additional five scholarships will be offered to students who start the full-time Honors program in Spring 2020. These students will be contacted and recruited during the Fall semester.

- b. Support exists for student research and associated travel.**

Student travel takes place within the Humanities class. Coverage for basic office supplies or research materials for student research may be arranged through discussions with the Director. Finally, there is funding

for two-three students to attend or present at the Northeast Regional Honors Council (NRHC).

c. There is an office for the director/coordinator.

The Honors Commons includes a space that serves as an office for the Director.

d. There is consistent and adequate secretarial and support staff for the Honors Program.

Prior to Fall 2019, administrative support came from a part-time work study student and the administrative assistant of the academic department of the Director.

Starting Fall 2019, the university created a new administrative assistance position that supports the Student Success office half-time with the other half of her workload devoted to supporting the Honors Program, the Center for Teaching and Learning, the Center for Faculty Scholarship, and the Crocker Center for Community Engagement.

e. There is an identifiable Honors Center.

The Honors Commons is within the Hammond Hall Campus Center which includes a meeting room with computers and a printer, a lounge, and an office for the Director. Honors students have card access to this room any time the Student Center is open.

f. Resources are provided for outside speakers.

There are resources to bring in outside speakers.

g. Public service opportunities, internships, exchange programs, and capstone experiences are provided.

Public service opportunities are provided for Honors Students as part of their Current Events and Service learning course. In addition, all honors students complete an Honors Thesis as a capstone experience, and some have carried out internships as part of their majors.

h. Social activities are included in the Program.

The Honors Program has hosted a welcome back reception for all Honors students (but mostly for entering students). We have catering at all thesis defenses. In the past few years, there have been at least two-three

social events each semester including a pizza night, trivia night, scavenger hunt, and thesis information sessions.

In addition, the Honors Director and RA for the Honors Residential Learning Community (RLC) program do additional programming with the RLC. The Honors RLC welcomed its first residents in fall 2018. This community is still a new and developing side of the Program. They've had pizza nights and several holiday-themed social gatherings.

Past attempts at organizing a student-led social group failed; however, with the growing program there is hope that there will be more student involvement in the planning and more students in attendance.

H. Curriculum Review Process

1. The institution has a curriculum review process that provides for both the initial approval and periodic review of honors courses.

All Honors courses must first be reviewed by the Honors Director and then must be submitted to the All University Committee and its Curriculum Committee for approval. The Honors Advisory Committee is currently reviewing all of Honors courses and curriculum in light of the new LA&S which offers an opportunity to reform the Program.

2. Flexibility is found in the approval process, allowing the institution to respond rapidly to student interest in non-traditional areas (e.g., rapid approval of courses on an experimental basis for a semester or year).

The Honors Program can designate courses as Honors courses on a temporary basis and is moving towards having true seminar classes taught by a variety of faculty with changing topics based on faculty research and student interest.

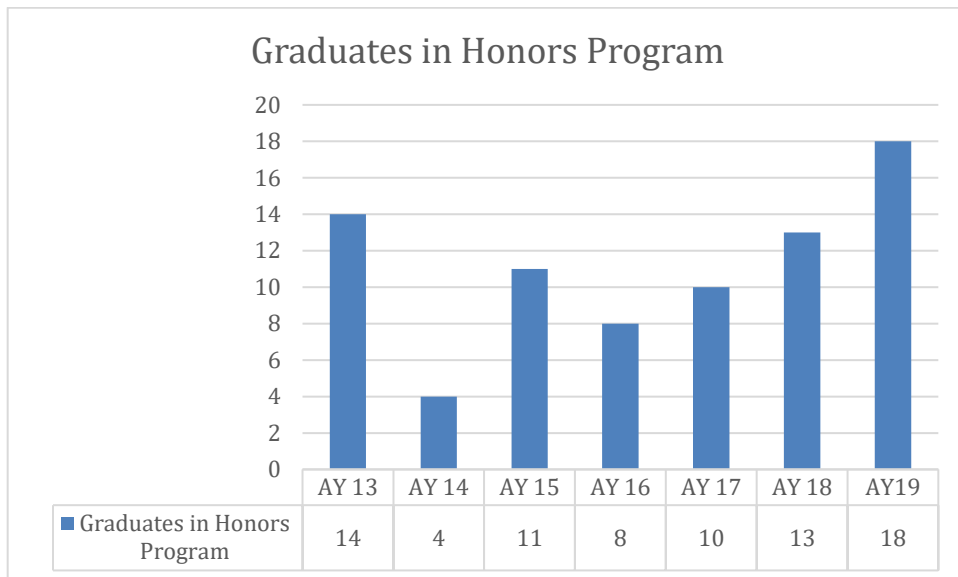
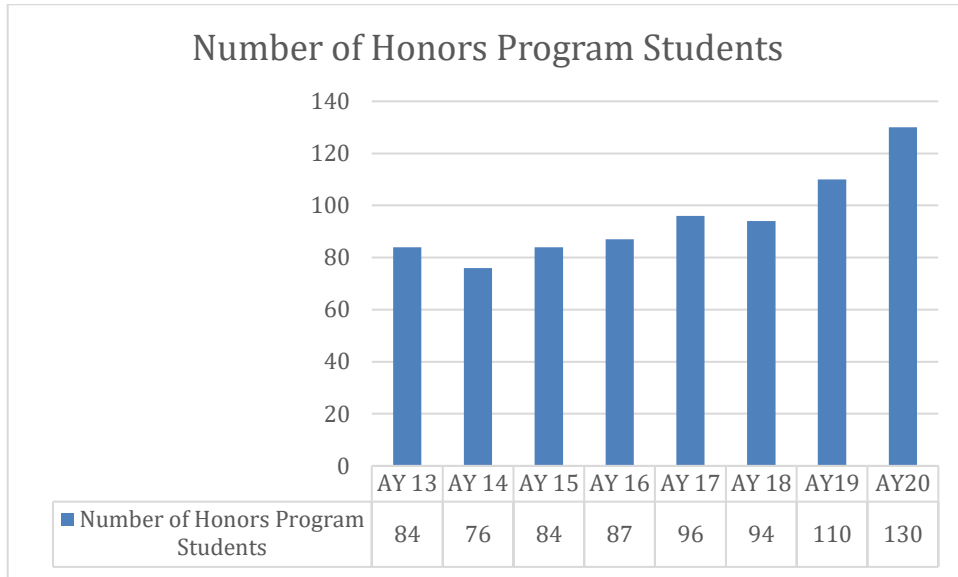
Section V has a more detailed explanation and the forms used for approval of new courses at the Honors and University level.

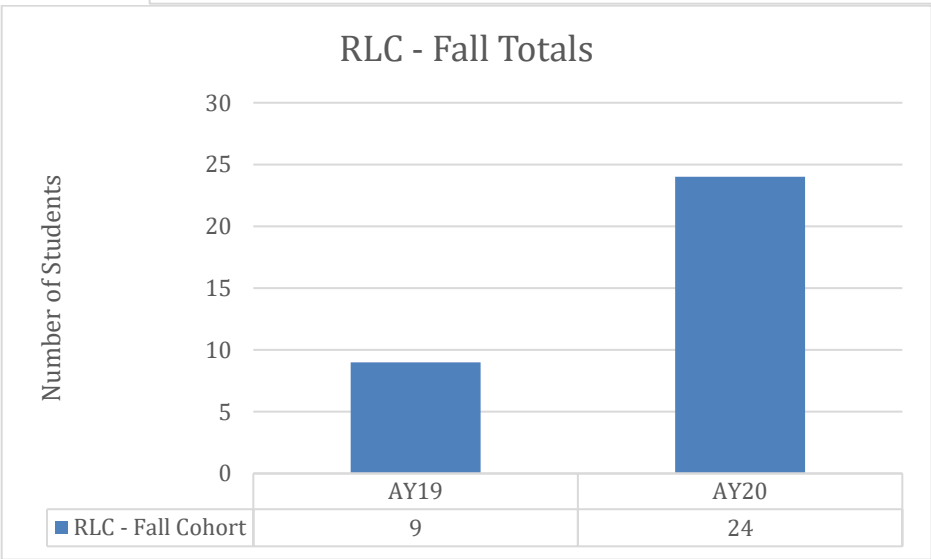
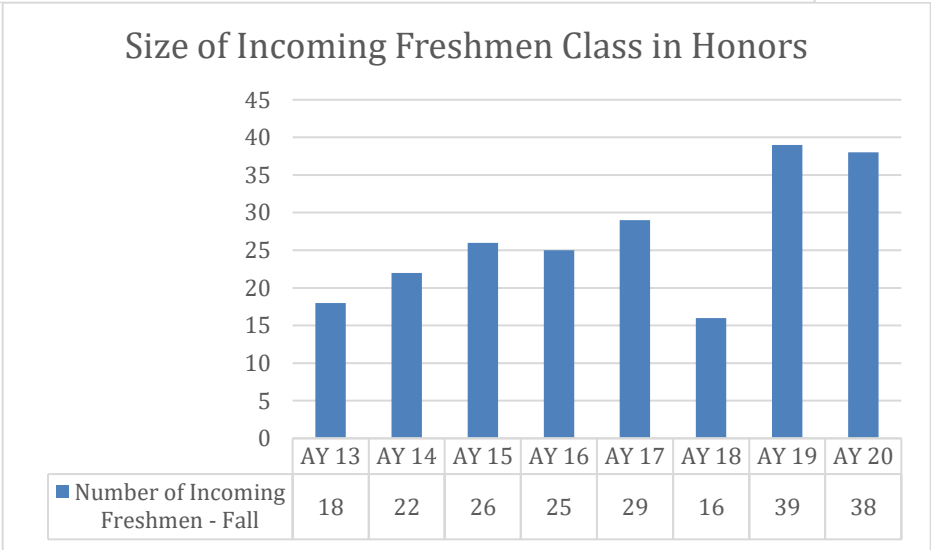
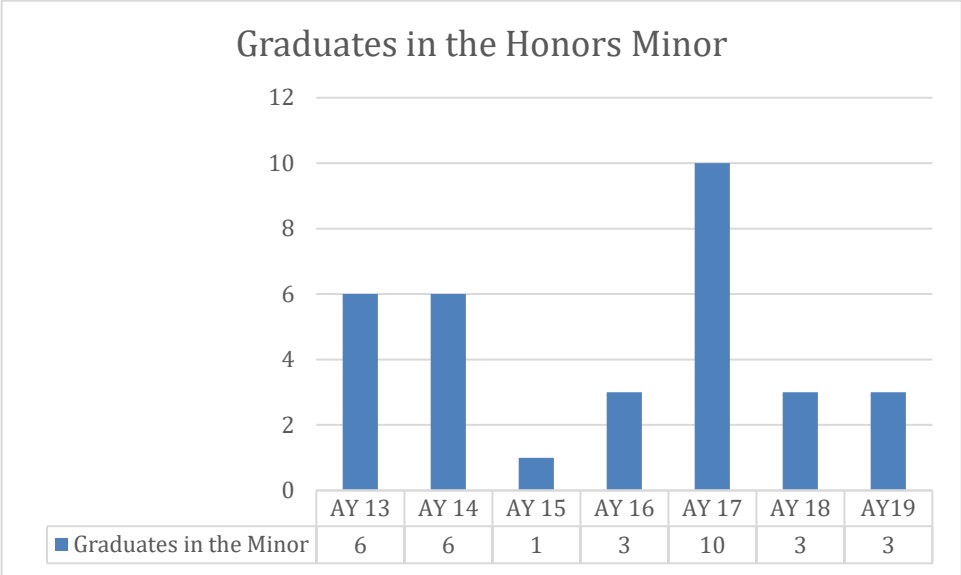
III. Student Enrollment in the Honors Program

Coding students as Honors students in the large number of systems and programs on campus has provided some challenges. With the introduction of a new customer relationship management system, Slate, coding protocols and interface with the University student record system, Banner has required a review of the process to ensure students are coded correctly. Institutional research, Admissions, and the Registrar are currently working on this issue to make certain that reports accurately reflect the size of our Honors program. However, we can provide clear data regarding the Honors Program which demonstrates the growth of the Honors community since our last review. The data in the tables below cover the program since its last review in 2012. Only the first graph is

affected by the coding issue described above. The actual number of students in the program may vary by 10% or so.

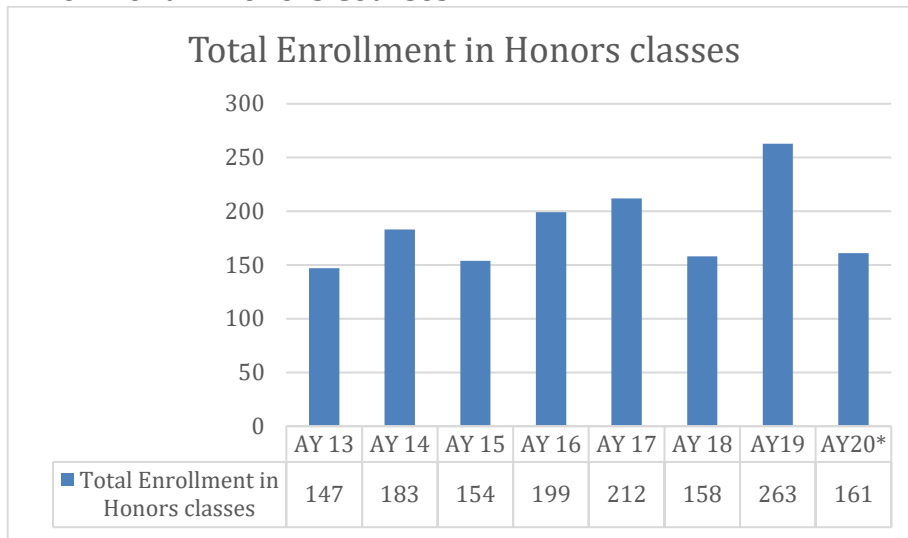
A. Data on Honors Program





Note, RLC started in AY 19.

B. Enrollment in Honors Courses



*Reflects ONLY Fall semester enrollment

Enrollment by Courses Each Semester for the Past Three Years (plus Fall 2019)

Fall 2016				Spring 2017			
		# Sections	Enrollment			# Sections	Enrollment
HON 1005	Human Behavior: Intro to Pres Soc Cntxts	1	23	HON 1020	Curr Events & Service Learning	1	17
HON 1050	Honors English I	1	11	HON 1070	Mozart to Modernism	1	19
HON 1151	Wellness in Today's World	1	N/A	HON 1200	Honors English II	1	12
HON 1600	Honors Biol Issues and Inquiry	1	11	HON 1700	Honors Applied Statistics	1	16
HON 2100	Honors Seminar in Literature	1	25	HON 2225	Honors Seminar History	1	17
HON 2150	Sem Con Iss Humanities	1	21	HON 2250	Honors Seminar Enviro Sci.	1	19
HON 4990	Honors Thesis Research		5*	HON 4990	Honors Thesis Research		6*
HON 4991	Honors Thesis Writing		1*	HON 4991	Honors Thesis Writing		10*
Total			97	Total			116

Fall 2017				Spring 2018			
		# Sections	Enrollment			# Sections	Enrollment
HON 1005	Human Behavior: Intro to Pres Soc Cntxts	1	11	HON 1020	Curr Events & Service Learning	1	18
HON 1050	Honors English I	1	13	HON 1070	Mozart to Modernism	1	13
HON 1151	Wellness in Today's World	1	18	HON 1200	Honors English II	1	9
HON 1600	Honors Biol Issues and Inquiry	1	9	HON 1700	Honors Applied Statistics	1	9
HON 2100	Honors Seminar in Literature	1	22	HON 2225	Honors Seminar History	1	10
HON 2150	Sem Con Iss Humanities	1	13	HON 2250	Honors Seminar Enviro Sci.	0	0
HON 4990	Honors Thesis Research		5*	HON 4990	Honors Thesis Research		4*
HON 4991	Honors Thesis Writing		7*	HON 4991	Honors Thesis Writing		2*
Total			98	Total			65

Fall 2018			Spring 2019		
	# Sections	Enrollment		# Sections	Enrollment
HON 1005 Human Behavior: Intro to Pres Soc Cntxts	2	31	HON 1020 Curr Events & Service Learning	2	35
HON 1050 Honors English I	1	23	HON 1070 Mozart to Modernism	1	17
HON 1151 Wellness in Today's World	1	17	HON 1200 Honors English II	2	25
HON 1600 Honors Biol Issues and Inquiry	1	18	HON 1700 Honors Applied Statistics	1	24
HON 2100 Honors Seminar in Literature	1	10	HON 2225 Honors Seminar History	1	9
HON 2150 Sem Con Iss Humanities	1	22	HON 2250 Honors Seminar Enviro Sci.	1	14
HON 4990 Honors Thesis Research		11*	HON 4990 Honors Thesis Research		9
HON 4991 Honors Thesis Writing		7*	HON 4991 Honors Thesis Writing		12
Total		139	Total		145

Fall 2019		# Sections	Enrollment
HON 1005 Human Behavior: Intro to Pres Soc Cntxts	2		28
HON 1050 Honors English I	1		22
HON 1151 Wellness in Today's World	1		20
HON 1600 Honors Biol Issues and Inquiry	1		16
HON 2100 Honors Seminar in Literature	2		42
HON 2150 Sem Con Iss Humanities	1		22
HON 4990 Honors Thesis Research			4
HON 4991 Honors Thesis Writing			9
Total			163

*These values may be inaccurate as they are based on past saved Honors Director paperwork. As of Spring 2019, the system for Honors Thesis sign-up changed.

IV. Honors Program Courses 2016-2019

A. Course Descriptions

HON 1005 Introduction to Human Behavior: Personal and Social Contexts (3 cr.)

This course introduces students to a variety of psychological and sociological explanations of both individual and group behaviors. The primary goal of the course is to establish the foundation for a critical understanding of individual responsibility and of societal constraints on personal decisions and actions. The focus is on how, through our everyday interactions with one another in our current socio-historical context, we construct our realities and our understandings of the realities we create.

HON 1050 Honors English I (3 cr.)

This course encourages the development of each student's writing, independent reading and research abilities. Concepts and expressions of leadership in the classical and romantic traditions in literature and the fine arts will be emphasized. Fictional and non-fictional literature will be examined from various class, cultural, gender, historical, literary and political perspectives.

HON 1020 Current Events and Service Learning (3 cr.)

Honors students will be introduced to key selected current issues and use these as a platform for service learning. The course combines analysis of political and social issues with practice in the form of service learning oriented toward these issues.

HON 1070 Mozart to Modernism (3 cr.)

Students will be introduced to the arts, the study of exemplary artists and composers, writers and/or philosophers from the eighteenth century through the modernist era of the twentieth century. Students will gain an understanding of major movements from the late eighteenth through the early twentieth century and the relationship of these different disciplines to each other in each period. Topics will include Neoclassicism/Classicism, Romanticism, Realism, Impressionism and Post-Impressionism

HON 1151 Wellness in Today's World (3 cr.)

This course will introduce students to various factors that influence overall physical and emotional wellness, including physical activity, nutritional practices, and stress. Additionally, students will learn how to critically evaluate health-related information to make informed lifestyle choices and examine the personal, social, and environmental influences on lifestyle choices, and ultimately, wellness

HON 1200 Honors English II (3 cr.)

This course is a continuation of Honors English I and emphasizes writing, independent reading and research. Students examine varieties of leadership in the personal narratives of cultural, intellectual and political leaders, and in the analyses of social critics and theorists and in works of fiction. We will examine works from various class, cultural, gender, historical, literary and political perspectives. The diversity of texts affords students opportunities to develop strategies for the interpretation and analysis of different kinds of source material and to evaluate the concept of leadership in many contexts.

HON 1600 Honors Biological Issues and Inquiry (4 cr.)

This course will address current issues such as population growth, environmental concerns, genetic testing, the human genome mapping project, and the spread and control of disease. Each of these topics requires a clear understanding of the scientific research, mathematical principles and technological advances behind these biological questions. A case study approach and investigative activities that use laboratory experiments and computer simulations in concert with more traditional presentations will provide the focus for addressing these topics. These investigations will illustrate biological concepts while engaging the students in problem solving, planning, decision making and group discussions.

HON 2100 Honors Seminar in Literature (3 cr.)

Honors students will be introduced to the study and analysis of literature through a topic to be selected by their instructor. Students will be developing an understanding of the historical background and the popular culture at the time when the book was written.

HON 2150 Honors Seminar in Humanities: Contemporary Issues in the Humanities (3 cr.)

Students will have an opportunity to reflect on the positive and negative aspects of the arts in our society today and the impact of the arts in their lives. Topics may vary depending on the instructor and/or students enrolled. The instructor will provide a list of possible topics and additional topics will be generated by students throughout the course of the semester depending on current events and interests

HON 2225: Honors Seminar in History (3 cr.)

Honors students will be introduced to key historical issues and methods. Students will engage in intensive study of a historical topic or theme to be selected by the instructor.

HON 2250: Honors Seminar in Earth and Environmental Science (3 cr.)

This course will introduce students to the study of the natural world through a focus on a major topic in Earth and Environmental Sciences.

HON 4990 Thesis Research (3 cr.)

The course is for Honors students completing the senior requirement. Topics are approved by the thesis committee, coordinator, and advising professor. The course of study, meetings and credit are arranged with the advisor.

HON 4991 Thesis Writing (3 cr.)

This course is the continuation of the Honors Thesis project begun in HON 4990. Topics are approved by the thesis committee, coordinator, and advising professor. The course of study, meetings and credit are arranged with the advisor.

Selected Syllabi for recent Honors courses can be found in Appendix F.

V. Approval Procedures for New Courses

Permanent new course must first be submitted to the Honors Director for review by the Director and the Honors Advisory Committee. Upon approval by the Honors Advisory Committee, courses are then transmitted by the Director to the All University Committee (AUC) where the course is subject to the same approval process as all other courses. The New Course Proposal

form can be found at the end of this section. The AUC sends the course to the All University Curriculum Committee. Upon approval of the Curriculum Committee and the AUC, the proposals are then sent to the University President.

**FITCHBURG STATE UNIVERSITY
NEW COURSE REQUEST FORM (2018)**

AUC #: _____

1. Course Title: _____
Banner Abbreviation: _____
(Limit abbreviation title to no more than 30 characters including spaces and punctuation.)
2. Course Description as it will appear in the catalog. (Whenever possible this description should be limited to no more than 50 words including spaces and punctuation.)

3. Sponsoring Department(s): _____
4. Contact Person: _____
5. Department Curriculum Committee Sign-off:
(NOTE: All curriculum changes require review by the Department Curriculum Committee and the Department Chair.)

Vote: _____ / _____ / _____ (For / Against / Abstain)

Name of Chair, Department Curriculum Committee _____

Name of Chair, Department _____
6. Submitted to Appropriate Dean(s):
Name of Dean(s): _____

7. Will this new course impact any other program within the university? (Impacts on other programs may include, but are not limited to affecting course enrollments of courses offered for other programs, and altering faculty teaching loads for members of other departments/programs.)
 NO YES Department(s): _____
If yes, attach documentation of consultation with impacted departments.

8. List faculty prepared to teach this course: _____

9. Department prefix: _____ (e.g. ENGL)

Course Level (check one): 1XXX 2XXX 3XXX 4XXX

Briefly describe the rationale for this choice of Course Level:

Course is: (Check all that apply and specify which curricula, if any, will require this course.)

Required for majors

 Required for minors _____

Elective _____

Option on a list of courses needed to fulfill a program requirement

10. Will students be able to receive credit for taking this course multiple times?

No Yes

If Yes, how many times may a student take the course and receive separate credit? _____

11. Is Liberal Arts and Science Designation being requested? Yes No

(If yes, check all that apply and attach the LAS Cluster Approval Form)

Liberal Arts and Science Clusters (check one)

ART - Arts Cluster

SMT - Science, Math & Technology Cluster

CTW - Citizenship & the World Cluster

Honors course

LA&S Attributes (check one, if applicable):

AOM – Art or Music

HMN – Human Behavior

HAF – Health & Fitness Related

LAB - Laboratory

HIST – History

LIT - Literature

LS&S Global Diversity Designations (check one, if applicable):

GDA - Global Diversity, ART

GDAN - Global Diversity, Non-Western, ART

GDC - Global Diversity, CTW

GDCN - Global Diversity, Non-Western, CTW

GDS - Global Diversity, SMT

GDSN - Global Diversity, Non-Western, SMT

12. If this course satisfies a specific requirement within your department, please indicate so.
(For example: This course will be designated as an American Survey of Literature course.)

13. Credit Hours*: _____

Hours/Week

- Lecture _____
- Laboratory _____
- Studio _____
- Practicum _____
- Assignments _____
- Other: _____

*Note 3 hours credit = 135 Carnegie Units; with 9 hours per week for 15 weeks distributed among the categories. (A typical 3 credit course may have 3 hours of lecture and 6 hours of assignments.)

14. Indicate prerequisites, concurrent, or co-requisite course requirements (if any):
(Provide department and course prefixes as well as the course titles. Titles will not appear in catalog.)

- Prerequisites _____
- Prerequisites/Concurrent Courses _____
- Co-requisites _____

(Prerequisite courses must be taken prior to the course, Prerequisite/Concurrent courses must be taken before or at the same time as the course, and Co-requisite courses must be taken simultaneously.)

15. Will this course be cross-listed with another department? YES NO
If so, indicate the department and course level. _____

Department Curriculum Committee Sign-off:

(NOTE: All curriculum changes require review by the Department Curriculum Committee and the Department Chair.)

Vote: _____ / _____ / _____ (For / Against / Abstain)

Name of Chair, Department Curriculum Committee _____

Name of Chair, Department _____

16. Course offering schedule:

a. Has the course been offered as a topics course? YES NO

b. Semester and year course will first be offered if approved: _____

c. Planned frequency of offering:

every semester every fall semester every spring

semester

every other year other _____

d. Capacity ____ (please provide a rationale for the capacity): _____

17. COURSE JUSTIFICATION: Include uniqueness of course, rationale in terms of student/program needs, objectives of the department and institution, and any other relevant information. In order to ensure optimum resource allocation for the department and institution, describe how this course will impact department and program resources. Impacts may include faculty teaching loads, additional faculty needs, other course offerings that will need to be altered, and how this new course will affect enrollments in existing courses.

18. SYLLABUS & REQUIREMENTS:

Attach preliminary syllabus/course outline that includes the following elements (an AUC syllabus guide is available):

A. Course description

B. Objectives, including learning outcomes

C. Method of assessment and relationship of assessment to objectives:

D. Required readings

E. Grading procedure

Appendix A: University Liberal Arts and Sciences Core Outline

Curricular Clusters Core (36 credits)

Science, Math and Technology: 4 courses (Minimum 12 credits)

- 1 math course
- 1 lab science course
- 1 health/fitness related course
- 1 elective

Citizenships and the World: 3 courses (Minimum 9 credits)

- 1 history course
- 1 human behavior course
- 1 elective

The Arts: 5 courses (Minimum 15 credits)

- 1 art or music course
- 1 literature course
- Writing I and II
- 1 elective

Global Diversity: Two of the courses taken within the three clusters must have a Global Diversity designation. At least one of the two courses must address the relationship of two or more global regions.

Advanced Options

In addition to the 36-credit core, students must select from three LA&S options:

Option A: 6 credits in a foreign language *and* 6 credits of LA&S coursework at or above the 2000 level.

Option B: 12 credits (with a minimum of six at or above the 2000 level) in a single discipline outside of the student's first major.

Option C: 12 credit unique curriculum based on the student's interests, needs or goals and with advisor assistance.

Appendix B: New University Liberal Arts and Sciences Core Outline to start Fall 2021

Foundations for Lifelong Learning (at least 15 credits)

First Year Experience
Writing I and Writing II
1 math course
1 course in World Languages, Speaking and Listening

Creative Thinking across the Disciplines (at least 27 credits)

One course in each of the following designations:

Fine Arts Expression and Analysis
Civic Learning
Diverse Perspectives
Ethical Reasoning
Historical Inquiry and Analysis
Literary Inquiry and Analysis
Personal Wellness
Procedural and Logical Thinking
Scientific Inquiry and Analysis

Integrating and Applying LA&S Learning (at least 9 credits)

Option 1: Advanced and Integrative Courses

Students take at least 3 courses of integrative and advanced LA&S coursework. At least 1 of these courses must have the Integrative High Impact Practice (IHIP) designation.

Option 2: Minor or Second Major

Professional majors completing a minor or second major must include at least 9 credits in LA&S disciplines for that minor.

Appendix C: Completed Student Theses since 2013

FALL 2012/SPRING 2013

KIM HILTON	Playing with Mathematics Instruction: Making Math Count
JAMES FLETCHER	A Re-examination of Funk's Musical Influences and Cultural Heritage
LEAH PUSATERI	Music is more than Wealth and Fame
DAVIS BANNISTER	Novelty

FALL 2013/SPRING 2014

JANE PETERS	Changing Online and At-Home TV Viewership
JILLIAN BAILEY	William Small (Profile Documentary)
DEREK GOULET	William Small (Profile Documentary)
MICHELLE TRILLING	Adaptation of Books from the Dystopian Society Genre
STEPHANIE BRUNDIGE	Food Aid in Ethiopia: comparing the differences between USAID against the World Food Programme
TRAN LU	Creative Short Stories

SPRING 2014/FALL 2014

ALEXANDRA SIEGEL	Will Pay for Work: a documentary about the controversy surrounding college internships
CHRISTINA DUNLOP	Documentary on the Massachusetts Film Industry
ZACHARY LAPIERRE	
ALEXANDER DEMELLO	The Drive to Compete As Expressed Through Play
KYLIE FOY	Creative Non-Fiction Portfolio
REBECCA THORNE	Family Relations in the Media

SPRING 2014

KAITLYN SILVA	The ART of Education: Why Is Arts Integration So important?
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FALL 2014/SPRING 2015

GREG BAZZINOTTI	Mathematics Self-Efficacy
THEODORE DEMOSTHENES	[Music project]
LORELEI SHIELDS	Integrative Health and Wellness

SPRING 2015/FALL 2015

VICTORIA GEORGE	The Manipulation, Staging, Fakery, and Editing of War Photography
SARAH MORIN	Character Work
SARAH TURGEON	Access to Books
ANNIKA LEYDON	Play Theory in regards to the early elementary student
ADAM RENO	Use of Black and White Camera in Film
KATIE COOLONG	The Ideal School Model
KEVIN LOONEY	Multi-camera production: Inside FSU
STEPHEN MACDONALD	
ALTAGRACE SOUVERAIN	Cultural aspects of birth order

FALL 2015/SPRING 2016

DEVIN HILDICK	A Comprehensive Guide to the Implications of the RETELL Initiative in Massachusetts Public Schools
MATTHEW WALSH	Mediterranean Rehearsals of English Identity and the Radicalization of Difference
MARY MADIGAN	Bombing a nation, Winston Churchill's role in the Bombing of Nazi Germany during World War II
AMANDA WOODS	Analysis of uncharged tRNA-dependent Riboswitches in Bacillus anthracis and Bacillus cereus
LINDSAY TESORO	"Moments": A Short Film
MITCH SEVERT	
ELIZABETH DARRIGO	TeachHER: A Historical Look into the Educational Movement and the Women Behind It

SPRING 2016

JACQUELINE FLAHERTY	The Effects of 5-Hour Energy on Run Performance, Blood Pressure, and Mood State
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SPRING 2016/FALL 2016

ELIJAH TUCKER	AI and Disability
DANIELLE SOLOMON	Creating a Game's Art Bible

FALL 2016/SPRING 2017

SARA PRYGOCKI	"Living": A Short Film
COREY COLEMAN	Creating Community to Make Communities: How Architecture Can Build Hope
KEVIN O'ROURKE	Economic Events and Pop Culture
JONEL THEBEAU	Political Polarization in the U.S.
CHRISTINE MURPHY	Adolescent Suicide Prevention

SAMANTHA ZINA	ADHD: Disparities in Diagnosis and Implications for the Future
SCOTT SMYTH	The War on Drugs in the U.S.
ANDREW SNOW	A Competitive Market Analysis of Niko's Pizza
BREANNA HADLEY	Women in Law Enforcement
CHRISTINE COUTTS	"I'm Not Racist, But . . .": A Documentary
KEVIN TOMASETTI	Vertical Marketing Strategy of ACT (Advanced Cable Ties)
JACQUELINE BUI	Differences in Friendship Between Children with Autism and Typically Developed Peers

SPRING 2017/FALL 2017

ALEXANDRA AKER	Drug Legalization: A Viable Option?
MIKAYLA MARTINEZ	Effects of Self Mayofascial Release on Performance
SAMANTHA SHORROCK	Comparisons between the Status Quo and Brainwashing
KYLEE ACEVEDO	A Look at Resistance Artists: Then & Now
MELANIE DE SOUZA	Transience (graphic design project)
EMILY ZOLLO	My Lens, Her Mirror (photography project)
SARAH GARDNER	Social Media and Politics: Connections to the Post-9/11 Era
DAVID NUNES	Effects of Bioluminescence on Household Bugs

FALL 2017/SPRING 2018

JENNIFER JORDAN	"The Moment That Changed My Life": A Documentary
DYLAN ARRUDA	The Mysteries of Mithras: Aspects of a Persian Deity in the Roman Empire
DANIEL HEIN	"Brookdale: Songs of Youth and Innocence": Short Story Collection
XENA XIONG	Employment Discrimination

SPRING 2018/FALL 2018

JESSICA COATES	Perfectly Imperfect
MEGGHAN DUFFY	Retail Vs Sanity: Emotional Labor in the Workplace
RILEY GRINKIS	The Exploration of the Implications of Police Interrogative Methods on False Confessions
JAY REISS	"Hemiola": A Short Film
LIAM GRIFFIN	Libertarian Paternalism--A Definition that Evades Objection.
JILL LEHMANN	Poor Man's Riches

FRANK FIRICANO	Playlist: A Mobile Application Development Project
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FALL 2018

KERRY BRODBECK	Death and Dying: A Nursing Focus on the Care of the Patient
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FALL 2018/SPRING 2019

CASSANDRA PILLSBURY	Gender Dysphoria and its Placement in the DSM
ROBERT SNIDER	The Effects of Rebranding of Legacy Brands on Consumer Behavior
NATALIE ANTAYA	A comparison of Heart Rate and Physical Activity Enjoyment in a Self-Selected Treadmill Run vs. a Prescribed Treadmill Workout.
KYLE HOFER	Analysis of Stress Resistance in Nematodes to model Radiation Therapy in Cancer
CATHERINE GULLAGE	Communications Technologies and Interpersonal Relationships
CORINNE RICHARDS	Massachusetts Middle School Curriculum and Healthy Behavior Education
JACK ARSENAULT	The Analysis of Cash Flows and the ways they Influence and Impact Different Companies
MADISON MEDINA	Examining the History and Scope of Wrongful Convictions: Where do we go from here?
LINDSEY OGDEN	The Impact of Technological Advancement on the Evolution of Writing Systems
DOMINIQUE GOYETTE-CONNERTY	Journalism Roles Today: News Creation and Consumption in a Participatory News Culture
COLLEEN KELLY	A Researched Assessment of the Correlation between Generational Differences in the U.S. and Marketing Communication Strategies

SPRING 2019

KAITLYNN CHASE	“Damned Mob of Scribbling Women” Female Literary Pioneers and their Bold Contributions.
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Appendix D: Budget Breakdown and Narrative

Expenditure Classifications	Budget FY2013	Actual FY2013	Budget FY2014	Actual FY2014	Budget FY2015	Actual FY2015	Budget FY2016	Actual FY2016
	B00 Employee Travel	2,000	28	2,000	3,221	2,000	1,589	2,000
C00 Special Employee/Contracted Employee	49,000	49,129						
D00 Pension and Insurance Related	1,000	634						
E00 Administrative Expenses	1,900	1,730	1,900	1,954	1,900	2,446	1,900	2,126
F00 Operational/ Program/Teaching Supplies	1,200	156	1,200	160	1,200	1,841	1,200	1,412
G00 Energy Costs and Space Rental	150		150		150		150	
H00 Consultant Services/Speakers					\$ 250			
J00 Operational Services	250	648	250	1,130		1,102	250	1,151
K00 Equipment						347		325
L00 Equipment Lease & Rental , Maint & Repair	1,500		1,500	795	1,500		1,500	525
M00 Student Travel		266		732	3,000	1,656	3,000	1,613
U00 Information Technology								65
Totals	57,000	52,591	7,000	7,993	10,000	8,981	10,000	7,550

Expenditure Classifications	Budget FY2017	Actual FY2017	Budget FY2018	Actual FY2018	Budget FY2019	Actual FY2019	Budget FY2020
	B00 Employee Travel	1,650	1,561	1,500	1,819	1,500	682
C00 Special Employee/Contracted Employee							
D00 Pension and Insurance Related	1,800	2,914	1,850	1,600	2,000	6,371	2,000
E00 Administrative Expenses		2,078		1,642		333	
F00 Operational/ Program/Teaching Supplies			150				
G00 Energy Costs and Space Rental							
H00 Consultant Services/Speakers	850	1,672	1,000	1,095	1,000	869	1,000
J00 Operational Services							
K00 Equipment							
L00 Equipment Lease & Rental , Maint & Repair	2,200		2,000	381	2,000		2,000
M00 Student Travel	3,000	650	3,000	2,576	3,000	1,345	3,000
U00 Information Technology						153	
Totals	9,500	8,875	9,500	9,113	9,500	9,754	9,500

Budget Narrative

Starting in FY 2014, the Honors Program no longer paid for faculty replacements in the departments where faculty were teaching Honors courses. As a result, the budget was decreased to reflect basic operating costs. There have been some bumps with running additional classes as we see a larger enrollment and need for additional classes; however, overall both faculty and chairs have been excited to offer these additional classes. The budget also reflects requests in various years to decrease the budget by 5%; however, Academic Affairs made up this difference in FY 2020 so Honors didn't have to decrease its budget.

It should also be noted that in years FY 2016 and FY 2019, the Honors program changed leadership and the administrative support changed as well. So, some categories were not correct (for example, Faculty Travel in FY 2019 was put into Administrative Expenses). Therefore, these categories are not necessarily representative of actual spending.

In addition, funds can be moved around to cover necessary expenses in other categories. Right now in the program, with the increased enrollment, we unexpectedly saw the printing costs soar (over \$750 last year). FY 2019 budget also had to cover the new Honors RLC programming; however, for FY 2020 we have \$1,500 dedicated to Honors RLC programming. This money is with Student Affairs and is not reflected in the budget. Similarly, the work student funds are not reflected in these budgets.

Appendix E: Honors Thesis Checklist and Handbook

Honors Thesis Checklist—HON 4990 & HON 4991

Fitchburg State University Honors Program

April 2018

Before you begin your first Honors Thesis course, HON 4990, complete the following steps:

- Determine an initial idea (or ideas) for a topic and find a Thesis Advisor. You should choose a Fitchburg State professor with expertise in the field you are researching. You should also both feel comfortable working with each other.
- Make sure your Thesis Advisor is aware of your respective roles in the project. (See the Honors Thesis Guidelines for more information.)
- Determine how you are going to approach your thesis (traditional scholarly/critical engagement with research, creative product with an artist's statement included, collaborative work, experiment, etc.)
- Based on consultation/discussion with your Thesis Advisor, finalize your topic. Your topic will likely evolve going forward, but it is important to have a clear topic in mind at this preliminary stage.
- Obtain any special permissions if necessary (i.e. if your thesis involves human subjects, animal care, or hazardous materials your project likely need to be cleared by the International Review Board or a similar committee).
- Write an abstract (a 200-to-300-word description) to propose your project when registering for HON 4990: Honors Thesis Research.
- Complete a Special Studies form and include your abstract/thesis description. Remember to sign the form yourself on the top of page 2.
- Get your Special Studies form signed by your Academic Advisor, your Thesis Advisor (aka Faculty Supervisor), the Chair of your major's department, the Chair of your Thesis Advisor's department (which could be the same person as the chair of your major department), and the Honors Program Coordinator. The HP Coordinator needs to be the last of these people to review and sign your Special Studies paperwork to ensure that it is complete.
- Hand in your completed Special Studies form to the Honors Program Coordinator in the weeks following registration for classes. In most cases, this will complete your registration for HON 4990: Honors Thesis Research.

In order to complete HON 4990: Honors Thesis Research and HON 4991: Honors Thesis Writing, you must complete the following steps:

HON 4990: Honors Thesis Research:

- Start and continue meeting weekly or bi-weekly with your Thesis Advisor.
- Before or soon after Honors Thesis Research begins, choose a Second Reader/Secondary Advisor for your project. Your Second Reader does not necessarily need to be a Fitchburg

State faculty member, but they should have extensive knowledge of subjects related to your thesis topic.

- Spend at least 9 hours per week working on your thesis research (including meetings with your Advisor and Second Reader).
- Work with the Honors Program Coordinator to schedule your first presentation/Thesis Research report for the week of final exams with you, your Thesis Advisor, and your Second Reader. (The HP Coordinator will be the point person for communication about thesis presentation scheduling during finals week.)
- Determine how you will structure your project (creative project, critical engagement with research, experiment, etc.).
- Reference sample thesis abstracts found on the Honors Program website and in the Library.
- Use the *Standards for Thesis* found on page 6 of the *Guidelines for the Fitchburg State University Honors Thesis* packet while researching and drafting your thesis.
- Present a Thesis Research report at the end of your first semester of work. Your presentation will be about 15 to 20 minutes long, with time after your presentation for questions from the audience.
- Complete another Special Studies form including your abstract/thesis description to register for Honors Thesis Writing (HON 4991).

HON 4991: Honors Thesis Writing:

- Take Honors Thesis Writing (HON 4991) the following semester.
- Begin the process of writing your thesis paper.
- Spend at least 9 hours per week working writing your thesis (including meetings with your Advisor and Second Reader).
- Continue meeting regularly with your Thesis Advisor as you write your thesis. You will most likely have to go through multiple drafts and revise your project several times.
- Work with the Honors Program Coordinator to schedule your final presentation/Thesis Defense for the week of final exams with you, your Thesis Advisor, and your Second Reader. (The HP Coordinator will be the point person for communication about thesis presentation scheduling during finals week.)
- Refer to the *Standards for Thesis* found on page 6 of the *Guidelines for the Fitchburg State University Honors Thesis* packet, as well as the *Writing the Thesis* section, and the resources below it on page 7.
- Present your Thesis Defense at the end of your second semester of work. Your final presentation will be about 15 to 20 minutes long, with time after your presentation for questions from the audience.

You are also required to present on your project at two annual conferences, both of which occur each April (you will receive information via email from the HP Coordinator about both conferences):

- Submit an abstract to and present at the Fitchburg State Undergraduate Research Conference in the spring.
- Submit an abstract to and present at the UMass-Amherst Statewide Undergraduate Research Conference in the spring.

Guidelines for the Fitchburg State University Honors Thesis



Purpose of the Honors Thesis

The Honors Thesis serves three main objectives: 1) to provide you with opportunities to pursue an individually tailored area of study; 2) to provide you with a capstone experience which draws upon your previous studies in their major; and 3) to provide you with an opportunity to pursue in-depth research and/or carry through a substantive project to an appropriate point of closure.

Your honors thesis will provide you with the chance to work closely with a member of the Fitchburg State faculty to expand and explore the skills and knowledge you have gained over the

course of your four years at the University. This experience will allow you to differentiate yourself from other students who merely completed coursework towards graduation and will be valuable in presenting yourself to prospective employers or graduate schools.

It is not required that you write your thesis in your major, however most students do conduct work that relates to their field.

Types of Thesis Projects

Most theses are academic work, often resembling a scaled-down master's thesis. It should be obvious, though, that a thesis is not just another research paper. In addition to being more substantial, a thesis will thoroughly investigate the previous research on a topic, and, most importantly, it will also include your own insights and contributions to the topic, emanating from your critical engagement in the process.

Other theses take a "creative" approach resulting in a less traditional product. Students in art, music, new media, theatre, dance, or creative writing might find this more in line with their interests and aptitudes. Other theses might center on a new periodical, an invention, or something we might not even be able to imagine. In all of these cases, we ask for a written piece accompanying the thesis that contextualizes the work and describes its scholarly content.

All theses need to be contextualized. A science thesis is not just the results of an experiment; it includes how and why the experiment was conducted as it was, what research the experiment built upon, and its importance. A history thesis is not just an analysis of historical events or trends; it provides a context and framework for the analysis. In the same way, an artist's statement, in whatever format, provides a contextualization for a creative work. This statement should serve to explain your creative work to an audience outside of your field.

Collaborative Theses

The Honors College is open to exploring options for joint thesis work by groups of Honors Students. The Honors Program accepts proposals for collaborative theses under the following conditions: if there is a strong rationale for the thesis to be collaborative; the students have the same thesis advisor; and it is clearly indicated, in writing and from the outset, who is responsible for what part(s) of the work.

Length of the Thesis Project

The length of your thesis project depends on many variables including your major or area of concentration, the particular topic your thesis addresses, and the way in which you present your completed project. In the humanities and social sciences, theses often are between 50 and 100 pages; in engineering, the sciences, and mathematics, they are often shorter (perhaps 25 - 40 pages). The explanatory paper written by a student doing a "creative" or other "non-standard" thesis may be shorter, perhaps 10 - 15 pages, though a creative fiction thesis might exceed 200 pages.

Choosing Your Topic/Advisor

Perhaps you are certain as to the topic and the focus of your thesis. In this scenario your next step is to find an advisor. Topic in hand, you might informally chat with professors with whom you have had good experiences in the past. One of them might be a good candidate, or s/he might be able to direct you to others for whom the topic might be more appropriate. This may take some time, but you will be learning in the process. Don't be afraid to knock on doors.

Alternatively, perhaps you have a particular professor in mind that you always thought would be a perfect thesis advisor. Your next step is to see if the professor has ideas that might excite your interest. If your first choice doesn't work out, there will certainly be other faculty members who have piqued your interest. Keep an open mind; enjoy your talks with these scholars.

In both cases, you will make a better impression if you first do a little research [departmental web pages are excellent for this] to learn about the faculty member's scholarly interests. Indeed, look up some recent papers s/he has written and read them – the faculty member will be flattered and you will have a better idea of what s/he does.

Your Thesis Advisor must be a faculty member at Fitchburg State University. Your choice of advisor should be based on the scholarly expertise of the potential advisor as well as the ability of the two of you to communicate and collaborate on your endeavor. The relationship must be one of mutual respect: as you rely on your advisor for support and encouragement, you must demonstrate a serious and scholarly commitment to work.

Often students find that they are most comfortable working with advisors with whom they've already taken classes. This is also more comfortable for the advisor who has a sense of the student before embarking on the thesis. While this may require you to be somewhat flexible in choice of topic, it may turn out best for both you and your advisor.

On the other hand, if you took a class with a professor and loved the experience but the project you have in mind is not related to this professor's area or is not the type of project that this faculty member believes is worth developing, this professor would not be good choice for you. It is important for you both to share a vision of what the final product will be and that you come to an agreement about how that final product could be achieved. Regardless of any prior relationship, is crucial that both you and your advisor have a clear understanding of the expectations for your roles in the project. It is advisable that you devote at least one meeting early each semester to discuss the plan of work for the time ahead.

Registration for Thesis

Registering for thesis occurs during the Registration Period prior to the semester you will begin thesis. You will need to complete Thesis Registration Form that requires you to include an abstract of the proposed project. This form will need to be signed by you, your Supervisor for the Project (your Thesis Advisor), and the Director of the Honors Program. Once the semester begins, you should be meeting with your Thesis Advisor on a regular basis (typically weekly or biweekly).

In addition to the choice of an advisor, you will be asked to choose a second reader for your project once the semester has begun. This person does not need to be a faculty member at Fitchburg State University, but should have knowledge of your thesis area.

Expectations of Thesis Students

The Honors Thesis is a six-credit project that is typically divided into two semesters of work: Honors Thesis Research (3 credits) and Honors Thesis Writing (3 credits). The workload rule for Honors Thesis Research and Honors Thesis Writing is expected to conform to the Carnegie Rule of 45 hours of work per credit earned (approximately 9 hours per week for 135 hours per semester; 270 hours for the project total).

Most students begin their theses at the start of their senior years, however some students, due to internship, student teaching, or other obligations, opt begin theses in the spring of their junior years. In rare cases, a student opts to complete the full thesis in a single semester. The difficulty with single semester theses is that there is much less opportunity for reflection on the project as one works and there is not time to change topics if one is unhappy with the direction of the work.

In addition to the research and creation of your project, you are expected to present at multiple times during the thesis process:

- ❖ At the end of the first semester of thesis, you present your research proposal/prospectus at a group meeting. Presentations are typically 20 minutes, with time available for questions following your presentation. The basic audience consists of your thesis advisor, second reader, and the Director of the Honors Program, but all Fitchburg State faculty and Honors students are invited to attend. If you are completing your thesis in a single semester then you will not give this presentation.
- ❖ You will submit an abstract to and present at the Fitchburg State University Undergraduate Research Conference held in the spring.
- ❖ You will submit an abstract to and present at the Statewide Undergraduate Research Conference that is typically held at UMass Amherst in the spring.
- ❖ At the end of the second semester of thesis, you present your completed research project at another group meeting that mirrors the meeting you had for your proposal. You should be prepared to give a presentation of your work, as well as an analysis of your method and approach.

Additional Requirements

Most Honors theses don't require any special permissions, however if **your thesis** involves human subjects, animal care, or hazardous materials, you must receive clearance from the appropriate committee or authority. You should discuss this with your advisor; often, s/he will have experience in securing the proper form of authorization.

Responsibilities of Your Advisor

It is essential that you understand the responsibilities of the thesis advisor, and equally important that you communicate these responsibilities to a prospective advisor. Occasionally, it will cause the faculty member to rethink the advisability of taking on the position. Remember that YOU are responsible for the timely and successful completion of your thesis. It is this independence and commitment that separates thesis work from normal coursework. That said, the thesis advisor agrees to: work with you to refine and focus your interests into a suitable thesis project; provide, for each semester of thesis work, a clear expectation for the thesis project, addressing benchmarks, length, assessment, and other aspects germane to work in the particular discipline; help identify an appropriate second reader; be prepared to meet with the student regularly (weekly or at least biweekly); inform the Director of the Honors Program if there appear to be indications that the thesis project is not on track for completion; read and comment on drafts of the thesis as it develops; grade the you in HON 4990 (Thesis Research) and HON 4991 (Thesis Writing); and participate in end of the semester thesis proposal and defense meetings.

Grading of Thesis Work

As experienced teachers and researchers, faculty members are accustomed to the process of working independently, but this process is a new and frequently difficult one for students, and should be regarded as one of the accomplishments of the thesis project. (Along the same lines, faculty may unconsciously underestimate how much help they give students in a regular course by the course's very nature and direction—its careful sequence of readings, assignments, and lectures. The thesis students face the task of creating their course—for which only partial models may exist—in conjunction with their committee.)

Grading for the project is then holistic. The student's selection of a significant subject/project to pursue; the manner in which the student pursued his/her research and dealt with obstacles or new situations (which may range from equipment failure to new experiences such as satisfying a human subjects review panel); the skills and knowledge the student gained from the project; the final paper and the presentation are all factors to be taken into consideration.

Please note that the standard is "appropriate point of closure," rather than "point of conclusion." The honors thesis is an **undergraduate** capstone experience and is not intended to be a mini-masters thesis in undergraduate guise. Please keep in mind that masters candidates write their theses after completing a number of courses on the masters level; our undergraduate students are conducting their research without the experience of this level of extended study.

Nor should the goal of the honors thesis be regarded as production of a publishable paper in the field. Although some students do in fact produce work that is publishable, this is not a requirement for successful completion of the honors thesis. (Most masters theses and many dissertations are never published or published only after extensive revision and further work). It is, however, appropriate to expect that the final paper for the project be presented in the established format for publication in the field.

Standards for Thesis

In addition to serving as the Capstone Experience for Honors students in our program, the Thesis project allows the program to assess the extent to which students are achieving the goals of the program. As such, all theses are evaluated to determine the extent to which they meet the following standards identified by the program:

- **Quality of Sources:** Thesis incorporates and makes significant use of rich sources. The thesis may refer to some general sources, but it makes very significant use of high-quality sources written for the field or subject of the thesis.
- **Quality of Research:** Theses demonstrates in-depth research in the subject matter of the thesis.
- **Quality of Written Communication:** Thesis displays mastery of writing and shall avoid significant errors in writing and grammar. The thesis uses appropriate vocabulary. The thesis makes use of a clear and logical plan of organization. The thesis uses accurate and complete citations.
- **Quality of Oral Communication:** In presenting the thesis, the student displays fluidity and confidence as a speaker. The student maintains effective eye contact with the audience. The student clearly explains the main argument of the thesis, and demonstrates a mastery of the relevant evidence and cites examples. If the student uses note cards or power points slides, the student does not simply read these aloud word-for-word.
- **Initiative:** The student displays initiative in developing and working on the thesis. The student helped to develop a vision for the project and followed through on fulfilling that vision.
- **Creativity:** The student left his/her own imprint on the thesis. The student went beyond simply reciting facts to advance his/her own conclusions or develop his/her own materials.

Some standards, based on the nature of the thesis projects, will not apply in every case. The assessment of these projects is not related to a student's grade; it is meant entirely for program evaluation.

Writing the Thesis

Writing a thesis requires planning wisely and the commitment of sufficient time. As a three-credit course each semester, you should be devoting on the order of 9 hours per week (including meetings, research, etc.) to your thesis. Realize that you will have to do several revision/iterations with your advisor – no one writes a thesis in one draft. You should discuss the proper “audience” for your project with your advisor. Some advisors have strong feelings about this, and you should follow their recommendations unless you have compelling reasons not to. Generally, thesis projects shouldn’t be written for experts in the field nor should they be written for complete novices. Much of the format of the thesis is up to you, in consultation with your advisor. Disciplines have specific formats for research writing and for documenting sources.

Resources

Ruth Butler Grants

Ruth Butler Grants are awarded to full-time members of the faculty, librarians, administration, and student body of Fitchburg State University. Applications are due at the beginning of March. There is a preference for proposals involving students as partners in the scholarship/creative activity. Grants are awarded late in April of the academic year. Funds will become available in July and must be expended by June the following year. Grant awardees are responsible for a final report on their work to the University community submitted to the Grant Center.

Writing Tutors

Individual Writing tutoring, a service of the Tutor Center, is available for all students at Fitchburg State University.

Honors Program Funds

The Honors Program may have funds available for basic office supplies and copying. Please speak to the Director if you have funding needs.

Undergraduate Dean’s Fund to Support Research and Creative Activity

The Dean of Student Life and Academic Affairs often has funding available for student work. Awards are a maximum of \$150 for an individual or \$300 for a team. See the Director of the Honors Program or the Dean’s office for an application.

This handbook uses some language from the Thesis Handbook of the University of Maine. Permission was given for use of this material.

Appendix F: Selected Syllabi for Honors Courses in the past three years.

Fall 2018

Personal and Social Contexts for Human Behavior

**(HON 1005 3 cr.) T/R 9:30-10:45am
McKay C186**

Instructor: Sara Pollak Levine

Office: McKay 206B

Office Hours: by appointment—to arrange contact Brenda Coleman, Department Assistant, McKay 206,

x3355, bcoleman@fitchburgstate.edu

Phone: x 3611

E-Mail: slevine@fitchburgstate.edu

COURSE GOALS AND LEARNING OBJECTIVES:

This course introduces students to a variety of psychological and sociological explanations of both individual and group behaviors. The primary goal of the course is to establish the foundation for a critical understanding of individual responsibility and of societal constraints on personal decisions and actions. The focus is on how, through our everyday interactions with one another in our current socio-historical context, we construct our realities AND our understandings of the realities we create. Both leaders and followers become more effective with a critical comprehension of social context.

Upon completion of this course students will be able to identify similarities and differences between:

- a) how individuals explain their own behavior;
- b) how individuals explain the behavior of other individuals and groups; and
- c) how explanations of the behavior of individuals and groups in society developed by sociologists and psychologists intersect.

A primary goal of this course is to enable students to recognize and apply both sociological and psychological modes of inquiry and explanation to real life situations and patterns.

REQUIRED READINGS:

Sommers, S. (2011). *Situations Matter*. New York: Riverhead Books.

Additional required readings will be placed on electronic reserves (e-res) or distributed in class.

INSTRUCTIONAL METHODS:

Material will be explored through the use of discussion, lecture, and group exercises.

COURSE REQUIREMENTS:

1. Weekly (mostly) Reflection Journals

You will complete short reflection papers on each chapter/section in which you will identify a minimum of one concept/idea discussed in the book, explain the concept (in your own words), and discuss how this concept might help you understand the behavior of yourself and/or others better. Provide examples. If you quote sources (either classroom or outside sources) they should be properly cited. Journals should be no longer than 2 pages, typed, proofread, grammar-checked, and uploaded to Blackboard. Assignments will receive a pass/fail based on accuracy, completeness, and clarity. Journals are due by class time on the day we begin discussing a new chapter/section. You have 1 free pass for these journals over the course of the semester.

2. Papers/Projects

There will be papers or projects assigned throughout of the course.

3. Class Attendance and Preparation

Everyone is expected to attend class regularly. In fact, good attendance is required for successful completion of this course. Unexcused absences of more than two classes will automatically lower your final grade (by .5 per absence). It is also expected that everyone will complete the required readings BEFORE the class session for which they are assigned. This kind of preparation facilitates genuine participation.

EVALUATION:

Your final grade will be based on reflection journals and a series of papers and projects. The weight given to each of these components is presented below:

Reflection Journals/Worksheets	50%
Papers/projects	50%
<hr/>	
Total	100%

You are responsible for completing all course requirements and for keeping up with all activities of the course (whether you are present or not).

POLICIES:

Academic Integrity. *Academic integrity* is a commitment to the five fundamental values of honesty, trust, fairness, respect, and responsibilities. The following eight rules concerning this commitment will guide your work:

- 1) know your rights and responsibilities,
- 2) acknowledge your sources,
- 3) protect your work,
- 4) avoid suspicion,
- 5) do your own work,
- 6) never falsify a record,

- 7) never fabricate data,
- 8) always tell the truth.

If you have any questions about your work please feel free to discuss this with me. I can also help clarify any confusion about how to cite resources, including books, articles, interviews and **especially** material from the Internet. Finally, keep all of your notes as well as rough drafts of your papers (including extra credit papers) until you receive a course grade. You should keep a copy of every paper you submit. As some of you may have learned, it is also advisable to keep your returned, graded papers and exams throughout the semester.

Academic Dishonesty. The Student Handbook and college catalogue divide academic dishonesty into the categories of “plagiarism” and “cheating.” **Plagiarism** can be defined as deliberately misrepresenting the work or ideas of another person as one’s own. This includes such diverse situations as quoting from a published work without giving the author credit, having your roommate write your paper, “borrowing” from fraternity/sorority files or from the Internet, rewriting papers by students who have previously taken the course, and so on. **Cheating** involves the achievement of a desirable outcome by dishonest means, such as using crib notes or sharing answers during an exam to improve one’s grade.

The Academic Dishonesty Policy at Fitchburg State is as follows: if an instructor has serious concerns that student’s work is not her or his own, it will become the student’s responsibility to convince the instructor otherwise (by demonstrating knowledge of the content of the work, showing rough drafts or outlines of the final product, and showing samples of library resources used to prepare a written report). If there is reasonable evidence of academic dishonesty, in the judgment of the faculty member, the student will receive a failing grade for the exam or assignment and the department chairperson will be notified of this action. The faculty member and the chairperson may decide to take further action, which might result in additional penalties to the student (e.g., verbal warning, failing final grade for the course, formal complaint against the student under the student judicial code).

Students with Disabilities. Please talk with me as soon as possible if you need course adaptations or special accommodations because of a disability, or if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated. My office hours and telephone extension is on the first page of this syllabus. Additional meeting times can be easily arranged.

Late Policy. You are expected to adhere to all deadlines. Late assignments will be marked down ½ grade each day late.

TENTATIVE CLASS SCHEDULE

Date	Topic	Readings* & Assignments
Thursday, 9/6	Introduction	
Tuesday, 9/11	NO CLASS MEETING	
Thursday, 9/13 worksheet due	WYSIWYG	Prologue & Chapter 1—Sommers; theory

Tuesday, 9/18
Thursday, 9/20
due
Help Wanted
Chapter 2—Sommers; journal ch1

Tuesday, 9/25
Thursday, 9/27
Go With the Flow
Chapter 3—Sommers; journal ch2 due
Decoding Human Behavior Paper Assigned

Tuesday, 10/2
Thursday, 10/4

Tuesday, 10/9
Thursday, 10/11
You're not the Person you thought you were
Chapter 4—Sommers; journal ch3
due

Tuesday, 10/16
Thursday, 10/18
Mars & Venus
Chapter 5—Sommers; journal ch4 due
Self-Fulfilling Prophecy Paper Assigned

Tuesday, 10/23
Thursday, 10/25
Love
Chapter 6—Sommers; journal ch5 due

Tuesday, 10/30
Thursday, 11/1
NO CLASS MEETING—ALTERNATE ASSIGNMENT

Tuesday, 11/6
Thursday, 11/8
Hate
Chapter 7 & Epilogue—Sommers; journal ch6 due

Tuesday, 11/13
Thursday, 11/15
Readings distributed in class for remainder of semester
TBA
Journals and Assignments

Tuesday, 11/20
Thursday, 11/22
THANKSGIVING BREAK—NO CLASSES

Tuesday, 11/27
Thursday, 11/29

Tuesday, 12/4
Thursday, 12/6

Tuesday, 12/11

Final Paper due Wednesday, December 19th 10:10am-12:10pm.

*additional readings will be distributed in class or made available on Blackboard



Fall 2018 - HON 1050
Honors English I – 3 Credit hours
Mondays and Wednesdays 2:00 – 3:15

INSTRUCTOR INFORMATION:

Instructor: Katharine Covino

Office: Miller Hall 102 B

Telephone: 978-665-3751

E-mail: kcovinop@fitchburgstate.edu

Office Hours: Tuesdays 2:00-3:15, Wednesdays 12:30-1:45

COURSE OVERVIEW:

From the Course Catalogue: HON 1050: Honors English I

This course encourages the development of each student's writing, independent reading, and research abilities. Non-fictional and fictional literature will be examined from various class, cultural, gender, historical, literacy, and political perspectives.

Honors English I is a course in college level thinking, reading, discussion, argumentation, and writing. That is to say, it is a class where you will learn to participate and excel in scholarly conversations at the collegiate level – on the page, in the classroom, in your life, and on the job. Through our collaborative work together, you will learn to read texts critically and to organize and express your ideas about those texts in academic speech and writing. Your work in this class will prepare you for upper level research courses in English and other disciplines.

Academic writing stands as an important aspect of this class. Just as important, however, are the building blocks of academic writing - - argumentation and rhetoric. A central goal of this course will be to strengthen your ability **to develop a thesis and to defend it with evidence**. Key components of any argument include an understanding and appreciation of a) what others say and think about your topic, b) your own contention or belief, c) the views opposing yours, and d) why your contention or belief is important. With these components in mind, all the assessments in this course – both graded and ungraded – are designed to help you grow more competent and proficient in your ability **to formulate and to use these argumentative devices independently and effectively in your thinking, speaking, and writing**.

Our work together in this class grows from a **constructivist** framework and emphasizes the active role students play in shaping their own learning. To that end, students will work

individually and collaboratively as they engage with course readings, informal writing assignments/reflections, class discussions and activities, independent research, and formal graded assessments.

COURSE GOALS:

By the end of this course, students will **show growth** in their abilities to:

1. **read** and **annotate** course texts and materials thoughtfully and critically
2. **participate** actively, thoughtfully, and respectfully in class discussions and activities
3. **analyze** and **synthesize** the thoughts, ideas, arguments, and opinions of others
4. **formulate** and **defend** argumentative thesis statements through the use of textual evidence
5. **assess** and **address** potential counterarguments in speech and writing
6. **engage** in the recursive process of crafting an effective argument in both speech and writing – including researching, drafting, revising, editing, and presenting/sharing
7. **create, present, and share** argumentative positions in speech and writing
8. **evaluate** the argumentative positions of others and offer thoughtful feedback

REQUIRED READING:

The following books **MUST** be purchased for the course. You can buy them wherever you would like, but you must purchase **paper copies**, in which you can take notes.

1. *They Say, I Say* – Third Edition – Gerald Graff and Cathy Birkenstein
2. *Brief Encounters: A Collection of Contemporary Nonfiction* Judith Kitchen and Dinah Lenney
3. *Wait, What? And Life's Other Essential Questions* – James E. Ryan

Additional reading and viewing materials WILL be distributed via email or in class.

COURSE EXPECTATIONS:

Students are expected to exhibit professional and respectful behavior that is conducive to a mutually-beneficial learning environment in the classroom. To that end, students must come to class fully-prepared to discuss assigned readings and assignments. In addition, students are expected to participate in projects, in-class activities, and discussions AND to submit written work on time.

Students engaging in inappropriate behavior may be asked to leave class and/or be referred to the Dean of Students for disciplinary action.

COURSE PARTICIPATION:

This is a constructivist course, and I am (unapologetically) a constructivist teacher. That means that classes are activity-based. To earn your class participation points - **YOU MUST PARTICIPATE FULLY** in class discussions, projects, and activities. In addition, you are expected to ask questions about the readings, and to share your thoughts and feelings about the course materials.

COURSE ATTENDANCE:

There are no 'excused' versus 'unexcused' absences in this class. The nature of our collaborative work means that anytime you are not in-class you will lose points. Merely showing up, however, is not sufficient. In order to receive full points you must come to class on-time and actively participate throughout the entirety of the class. Those arriving late or leaving early will forfeit a portion of their attendance points for that day.

IF YOU MISS MORE THAN FIVE CLASSES, YOU WILL BE ASKED TO WITHDRAW FROM THE CLASS.

**THIS HAS BEEN AN ISSUE FOR STUDENTS IN THE PAST.
DO NOT LET IT BE AN ISSUE FOR YOU.**

COURSE GRADING:

Attendance & Participation (class preparation, class discussion, and class activities): 20%
Writing Assessment I: Responding to a Controversial Issue: 20%
Writing Assessment II: Public Service Announcement/Op-Ed Piece: 20%
Writing Assessment III: The Great Debates: 20%
Writing Assessment IV: Final Argumentative Essay: 20%

**YOU MUST COMPLETE AND SUBMIT ALL MAJOR ASSIGNMENTS TO RECEIVE A
FINAL GRADE
AT THE END OF THE SEMESTER.**

**FAILURE TO SUBMIT ALL MAJOR ASSIGNMENTS
WILL RESULT IN A FAILING GRADE.**

MEETING COURSE DEADLINES:

An important aspect of any college career is learning to meet deadlines. Late assignments will **NOT BE ACCEPTED**. If you need an extension on a written assignment, you must ask for the extension via email 24 hours before the assignment is due.

PLAGIARISM:

Plagiarism and cheating will not be tolerated. All assignments completed for this course must be original. Most work will be completed individually. When you collaborate with peers, you must note the students with whom you worked and how you collaborated. Every incident of academic dishonesty will be strictly punished. Possible sanctions include but are not limited to; a failing grade for the course, a permanent record on your academic transcript, and/or suspension or expulsion from the university.

INSTRUCTIONAL RESOURCES AND DISABILITY ACCOMMODATIONS:

As an experienced learner and educator, I recognize that students come to the classroom with differing learning styles and different learning needs. I am happy to make accommodations where I can.

If you suspect that you have a learning disability, or have already been assessed as a Learning Disabled Student, please tell me early on in the semester. The College has set guidelines and procedures for accommodating students with special needs, and I will happily put you in touch with the Disability Services Office if need be.

COURSE ASSIGNMENT DESCRIPTIONS:

1. WRITING ASSESSMENT I – RESPONDING TO A CONTROVERSIAL ISSUE

For your first graded piece, I will provide you with two short articles on a controversial topic. You will read and annotate the articles. Then, you will write an in-class response regarding the controversial issue using a) readings from the course texts, b) the short articles you read and annotate prior to the assessment, and c) (modified) templates that appear in *They Say, I Say*.

You will type your response in-class and email your finished piece to me. The time stamp on the email must fall within class time or the piece will not be graded.

Please consult the rubric for further guidance.

DUE: Wednesday, October 3rd

2. WRITING ASSESSMENT II – PSA/OP-ED PIECE

For your second graded piece, you will work with a partner to create a short Public Service Announcement/Op-Ed Piece on the topic of your choice. Your PSA/Op-Ed will be recorded/shot/presented on video, which you will play for the class. It **MUST** contain the following elements a) introduction to the topic (entwining personal experience and research) b) a central argument/contention/belief, c) evidence supporting the central argument/contention/belief (entwining personal experience and research), d) counterargument (summarizing and responding to opposing ideas), and e) a closing section addressing issues of relevance and urgency.

Your Public Service Announcement/Op-Ed Piece must respond to one of the five essential questions posed by James Ryan in *What, What?* Additionally, it must relate either to a) Fitchburg State University or b) Fitchburg Community. In many cases, it may relate to both. **All topics MUST be approved of by me PRIOR to beginning research.**

Please know that the author of the text, Dr. James Ryan, the former dean of the Harvard School of Education, will be reviewing your projects and presentations. Please take the time and put in the effort required to submit your very best work.

Please consult the rubric for further guidance.

DUE: Wednesday, November 7th

3. WRITING ASSESSMENT III – THE GREAT DEBATES

For your third graded piece, you will engage with a classmate in a debate regarding a gender-linked issue. Your topic, position, and opponent will all be assigned prior to the debate. You will have time to research, write, and prepare your arguments and rebuttals independently before the in-class debate. Your preparation should include an in-depth investigation a) what others say and think about the issue, b) key contentions or beliefs held by those espousing your position, c) the views of the opposition, and d) thoughts about why people should care about the issue and agree with your position.

The structure of the debate will be as follows – opening statements, discussion questions, rebuttals, and closing statements.

The winner of the debate will be determined by a blind peer vote.

Please consult the rubric for further guidance.

Due: Monday, December 3rd and Wednesday, December 5th (as needed)

4. WRITING ASSESSMENT IV – ARGUMENTATIVE ESSAY

For your fourth and final graded piece, you will review several (4-6) non-fiction pieces from the Robert E. Cormier archive (housed here on campus). These pieces are available for you to view in-person (by making an appointment with the campus archivist) or digitally.

Using these non-fiction pieces by Cormier, you will create an argument (thesis) regarding the central theme or message of the works. Then, you will select evidence from the texts that offers support to your thesis.

Your argumentative essay is the culminating piece from the class, and should highlight your growing mastery of argumentation and rhetorical skills – specifically, your ability to engage in the recursive process of creating an effective argument by:

- **actively reading and annotating course texts and materials thoughtfully and critically**
- **analyzing and synthesizing the thoughts, ideas, arguments, and opinions of others**
- **formulating and defending argumentative thesis statements through the use of textual evidence**
- **assessing and addressing potential counterarguments**

You will write your argumentative essay during class time, but you may prepare as much as you would like prior to class. Additionally, you will have access to all your course texts, class notes, and any other materials that would be helpful to you as you write.

This essay IS NOT as a punitive assignment. INSTEAD, it is a chance for you to show off what you have learned about formulating, creating, and defending an argument.

You will be encouraged (but not required) to sit on a student-led panel at the Cormier Symposium in the spring. You may also present your papers at the Undergraduate Research Conference. Anyone interested in writing about a specific topic (one that I am currently researching) is welcome to co-author a manuscript with me, and present it at a conference.

Please consult the rubric for further guidance.

Due: Wednesday, December 12th

FSC Grade*	Letter Grade Equivalency	100% Equivalency
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
1.7	C-	69-70
1.5	C-/D+	67-68
1.3	D+	64-66
1.0	D	60-63
0.0	F	0-59

*Grades that fall between intervals will be rounded to the higher number.

W - Withdrawn IN - Incomplete IP - In-Progress

****SCHEDULE OF CLASSES****

Complete all assignments prior to class. Come to class with discussion questions. Take notes during class discussion and activities. The schedule is subject to change.

DATE	ASSIGNMENTS
WEEK 2.1 Monday, September 10th	<p>Actively Read and Annotate: No reading assigned</p> <p>Due: Nothing due</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Welcome to class • Course overview • Review/discussion of course expectations and major assignments
WEEK 2.2 Wednesday, September 12th	<p>Actively Read and Annotate: <i>They Say, I Say – What’s Motivating the Writer? – Reading for Conversation</i> (173-183)</p> <p>Due: Come to class with three key quotes copied from the chapter and a one-paragraph (4-6 sentence) reflection on those quotes</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review key points from course syllabus • Review, consider, and discuss <i>They Say, I Say – What’s Motivating the Writer? – Reading for Conversation</i>
WEEK 3.1 Monday, September 17th	<p>Actively Read and Annotate: <i>They Say, I Say – I Take Your Point – Entering Class Discussions</i> (163-166)</p> <p>Due: Come to class with a two-paragraph (4-6 sentences each) write up in which you document your use of the (modified) templates in this chapter in at least two different class discussions</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>They Say, I Say – I Take Your Point – Entering Class Discussions</i>
WEEK 3.2 Wednesday, September 19th	<p>Actively Read and Annotate: <i>Listen</i> Geeta Kothari (29-33) – Please read the piece at least two times.</p> <p>**Independent Reading and Review: You will actively read and annotate <i>Wait, What?</i> Introduction (1-21)</p> <p>**Independent Reading and Review Assignment: In four different paragraphs, please make a note of a) the purpose of the chapter/section, b) the purpose or use of any essential questions explored in the chapter/sections, c) how such a question (or questions) apply/link to/reflect argumentation, persuasion, and or rhetoric, d)</p>

	<p>applied examples of such questions (questions you could use for your PSA/Op-Ed piece)</p> <p>Due: Come to class with a two-paragraph (4-6 sentences each) written reflection addressing the central questions</p> <ul style="list-style-type: none"> • What does the author think? • How does what the author thinks fit in with what others think? • How does what the author thinks fit in with what I think? <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>Listen</i>
<p>WEEK 4.1 Monday, September 24th</p>	<p>Actively Read and Annotate: <i>They Say, I Say – On Closer Examination – Entering Conversations about Literature</i> (184-202)</p> <p>Due: Come to class with a one-paragraph (4-6 sentence) written reflection in which you consider a text/novel/short story you have already read in combination with this central quote - -“Nothing moves forward in a story except through conflict.”</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>They Say, I Say – On Closer Examination – Entering Conversations about Literature</i>
<p>WEEK 4.2 Wednesday, September 26th</p>	<p>Actively Read and Annotate: <i>La Plata Perdida</i> Leslie Jamison (48-52) – Please read the piece at least two times.</p> <p>**Independent Reading and Review: You will actively read and annotate <i>Wait, What?</i> 1. Wait, What? (21-39)</p> <p>**Independent Reading and Review Assignment: In four different paragraphs, please make a note of a) the purpose of the chapter/section, b) the purpose or use of any essential questions explored in the chapter/sections, c) how such a question (or questions) apply/link to/reflect argumentation, persuasion, and or rhetoric, d) applied examples of such questions (questions you could use for your PSA/Op-Ed piece)</p> <p>Due:</p>

	<p>Come to class with a written reflection two paragraph (4-6 sentences each) addressing the central questions</p> <ul style="list-style-type: none"> • What is the central conflict? • Which side – if any – does the text seem to favor? • What’s your evidence? How might others interpret the evidence differently? • What’s your opinion of the text? <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>La Plata Perdida</i>
<p>WEEK 5.1 Monday, October 1st</p>	<p>Actively Read and Annotate: <i>They Say, I Say – They Say – Starting with What Others Are Saying</i> (19-30)</p> <p>Due: Come to class with Exercise 2 on page 29 completed. You may address any topic you would like. You must also provide a one paragraph (4-6 sentence) reflection on your experience working with this academic template.</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>They Say, I Say – Starting with What Others Are Saying</i> • Prepare for Writing Assessment I – Responding to a Controversial Issue
<p>WEEK 5.2 Wednesday, October 3rd</p>	<p>Actively Read and Annotate: <i>O Pioneers!</i> Benjamin Anastas (127-130) – Please read the piece at least two times.</p> <p>**Independent Reading and Review: You will actively read and annotate <i>Wait, What? 2. I Wonder...?</i> (39-63)</p> <p>**Independent Reading and Review Assignment: In four different paragraphs, please make a note of a) the purpose of the chapter/section, b) the purpose or use of any essential questions explored in the chapter/sections, c) how such a question (or questions) apply/link to/reflect argumentation, persuasion, and or rhetoric, d) applied examples of such questions (questions you could use for your PSA/Op-Ed piece)</p> <p>Due: Come to class with this piece read and considered carefully. It will play a role in your first writing assessment.</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Writing Assessment I – Responding to a Controversial Issue

WEEK 6.1 Monday, October 8th	NO CLASS – INDIGENOUS PEOPLES' DAY
WEEK 6.2 Wednesday, October 10th	<p>Actively Read and Annotate: <i>They Say, I Say – They Say – Her Point Is – The Art of Summarizing</i> (30-42) <i>Don't Blame the Eater</i> (241-243)</p> <p>Due: Come to class having read the aforementioned chapter AND the essay <i>Don't Blame the Eater</i> (241-243). Write a brief summary of the piece using at least five suggested words from the templates in the chapter. Highlight, circle, or underline those words in your response.</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>They Say, I Say – They Say – Her Point Is – The Art of Summarizing</i> (30-42) • Review, consider, and discuss <i>Don't Blame the Eater</i> (241-243)
WEEK 7.1 Monday, October 15th	<p>Actively Read and Annotate: <i>Brief Treatise Against Irony</i> Lia Purpura (68-75) – Please read the piece at least two times.</p> <p>**Independent Reading and Review: You will actively read and annotate <i>Wait, What? 3. Couldn't We At Least...?</i> (63-83)</p> <p>**Independent Reading and Review Assignment: In four different paragraphs, please make a note of a) the purpose of the chapter/section, b) the purpose or use of any essential questions explored in the chapter/sections, c) how such a question (or questions) apply/link to/reflect argumentation, persuasion, and or rhetoric, d) applied examples of such questions (questions you could use for your PSA/Op-Ed piece)</p> <p>Due: Come to class with a summary of piece which is both “true to what the original author says while also emphasizing those aspects of what the author says that interest you.”</p> <p>Your summary should be at least three paragraphs (4-6 sentences each)</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>Brief Treatise Against Irony</i>

<p>WEEK 7.2 Wednesday, October 17th</p>	<p>Actively Read and Annotate: <i>They Say, I Say – As He Himself Puts It – The Art of Quoting</i> (42-51)</p> <p>Due: Come to class having watched the following video https://www.theguardian.com/us-news/video/2016/apr/05/joe-biden-speech-college-rape-culture-video Draft a two-paragraph (4-6 sentences each) response. Use the templates on pages 46 and 47 to introduce and explain some quotes from the video.</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>They Say, I Say – As He Himself Puts It – The Art of Quoting</i> • Share your short written responses – specifically your use of quotes
<p>WEEK 8.1 Monday, October 22nd</p>	<p>Actively Read and Annotate: <i>They Say, I Say – Yes/No/Okay, But – Three Ways to Respond</i> (55-67)</p> <p>**Independent Reading and Review: You will actively read and annotate <i>Wait, What?</i> 4. How Can I Help? (83-103)</p> <p>**Independent Reading and Review Assignment: In four different paragraphs, please make a note of a) the purpose of the chapter/section, b) the purpose or use of any essential questions explored in the chapter/sections, c) how such a question (or questions) apply/link to/reflect argumentation, persuasion, and or rhetoric, d) applied examples of such questions (questions you could use for your PSA/Op-Ed piece)</p> <p>Due: Come to class with three key quotes copied from the chapter and a one paragraph (4-6 sentence) reflection on the ways that the points you’ve selected intersect with your argumentation and writing skills</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>They Say, I Say – Yes/No/Okay, But – Three Ways to Respond</i>
<p>WEEK 8.2 Wednesday, October 24th</p>	<p>Actively Read and Annotate: <i>A Tale of Two Cities</i> David L. Ulin (106 – 109) AND <i>Joltin’ Joe Has Left and Gone Away</i> (186 – 192) – Please read each piece at least two times.</p> <p>**Independent Reading and Review:</p>

	<p>You will actively read and annotate <i>Wait, What?</i> 5. What Truly Matters? (103-127)</p> <p>**Independent Reading and Review Assignment: In four different paragraphs, please make a note of a) the purpose of the chapter/section, b) the purpose or use of any essential questions explored in the chapter/sections, c) how such a question (or questions) apply/link to/reflect argumentation, persuasion, and or rhetoric, d) applied examples of such questions (questions you could use for your PSA/Op-Ed piece)</p> <p>Due: Come to class with a two paragraph (4-6 sentences each) reflective summary – one paragraph devote to each piece.</p> <p>In each of your reflective summaries, please quote some of the author’s ideas and make clear whether his thoughts/experiences match your thoughts/experiences – make clear whether you agree or disagree with his stance in the piece.</p> <p>Class Discussion/Activities Review, consider, and discuss <i>A Tale of Two Cities</i>, <i>Joltin’ Joe Has Left and Gone Away</i>, and your reflective summaries</p>
<p>WEEK 9.1 Monday, October 29th</p>	<p>Actively Read and Annotate: <i>They Say, I Say – So What? Who Cares? – Saying Why it Matters</i> (92-101)</p> <p>Due: Come to class with a partner and a topic for your Writing Assessment II – Public Service Announcement</p> <p>Class Discussion/Activities</p> <p>LIBRARY SESSION – We will spend the class period in the library finding research materials for your PSA.</p>
<p>WEEK 9.2 Wednesday, October 31st</p> <p>Happy Halloween!</p>	<p>Actively Read and Annotate: No additional reading assigned</p> <p>Due: Nothing due</p> <p>**Independent Reading and Review: You will actively read and annotate <i>Wait, What?</i> Conclusion: The Bonus Question (127-137)</p> <p>**Independent Reading and Review Assignment:</p>

	<p>In four different paragraphs, please make a note of a) the purpose of the chapter/section, b) the purpose or use of any essential questions explored in the chapter/sections, c) how such a question (or questions) apply/link to/reflect argumentation, persuasion, and or rhetoric, d) applied examples of such questions (questions you could use for your PSA/Op-Ed piece)</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Work AT HOME or IN THE LIBRARY or with COMM MEDIA on your Writing Assessment II – Public Service Announcement
<p>WEEK 10.1 Monday, November 5th</p>	<p>Actively Read and Annotate: No additional reading assigned</p> <p>Due: Nothing due</p> <p>Class Discussion/Activities Work AT HOME or IN THE LIBRARY or with COMM MEDIA on your Writing Assessment II – Public Service Announcement</p>
<p>WEEK 10.2 Wednesday, November 7th</p>	<p>Actively Read and Annotate: No additional reading assigned</p> <p>Due: Writing Assessment II – Public Service Announcement</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Writing Assessment II – Public Service Announcement
<p>WEEK 11.1 Monday, November 12th</p>	<p style="text-align: center;">NO CLASS TODAY – VETERAN’S DAY</p>
<p>WEEK 11.2 Wednesday, November 14th</p>	<p>Actively Read and Annotate: <i>Red Jerico Parm</i>s (144 – 151) – Please read the piece at least twice AND <i>They Say, I Say – As a Result – Connecting the Parts</i></p> <p>Due: Come to class with a two paragraph (4-6 sentences each) reflective summary.</p> <p>In your reflective summary, please quote some of the author’s ideas and make clear whether his thoughts/experiences match your thoughts/experiences – make clear whether you agree or disagree with his stance in the piece. ALSO – Please use AT LEAST five suggested words from the templates in the chapter. Highlight, circle, or underline those words in your response.</p>

	<p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>Red</i> and <i>They Say, I Say – As a Result – Connecting the Parts</i> • Share your reflective summaries
<p>WEEK 12.1 Monday, November 19th</p>	<p>Actively Read and Annotate: <i>They Say, I Say – But Don’t Get Me Wrong – The Art of Metacommentary</i> (129 – 139) AND <i>Crease</i> Barrie Jean Borich (261 – 262)</p> <p>Due: Come to class with a two paragraph (4-6 sentences each) reflective summary.</p> <p>In your reflective summary, please quote some of the author’s ideas and make clear whether her thoughts/experiences match your thoughts/experiences – make clear whether you agree or disagree with her stance in the piece.</p> <p>ALSO – Please use AT LEAST five suggested words from the templates in the chapter. Highlight, circle, or underline those words in your response.</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>They Say, I Say – But Don’t Get Me Wrong – The Art of Metacommentary</i> and <i>Crease</i> • Share your reflective summaries
<p>WEEK 12.2 Wednesday, November 21st</p>	<p style="text-align: center;">NO CLASS – THANKSGIVING BREAK</p>
<p>WEEK 13.1 Monday, November 26th</p>	<p>Actively Read and Annotate: <i>Ichthyosis</i> Jennifer Culkin (198 – 202) – Please read the piece at least two times.</p> <p>Due: Come to class with a two-paragraph (4-6 sentences each) response to this piece. Please use a) the template on page 9, b) the class texts, and c) your own ideas, perspectives, and experiences in crafting your response.</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>Ichthyosis</i>

	<ul style="list-style-type: none"> • Share your responses, and compare them to your first in-class assessment • Discuss upcoming Writing Assessment III – The Great Debate
WEEK 13.2 Wednesday, November 28th	<p>Actively Read and Annotate:</p> <p>Honors English I: Begin reading/reviewing</p> <p>http://robertcormiertwistedintimacy.omeka.net/items/search</p> <p>Numbers 59, 61, 67, and 68</p> <p>Due: Prepare for Great Debates AND Argumentative Essay</p> <p>Class Discussion/Activities Prepare for Writing Assessment III – The Great Debate AND Writing Assessment IV – Argumentative Essay</p>
WEEK 14.1 Monday, December 3rd	<p>Actively Read and Annotate: No additional reading assigned</p> <p>Due: Writing Assessment III – The Great Debate</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Writing Assessment III – The Great Debate
WEEK 14.2 Wednesday, December 5th	<p>Actively Read and Annotate: No additional reading assigned</p> <p>Due: Writing Assessment III – The Great Debate</p> <p>Class Discussion/Activities Writing Assessment III – The Great Debate</p> <p style="text-align: center;">**If this class is not needed for debates, we will plan a field trip to the Archives to review the CORMIER documents you will need for your paper.**</p>
WEEK 15.1 Monday, December 10th	<p>Actively Read and Annotate: Selections from the Cormier archives</p> <p>Due: Nothing due</p>

	<p>Class Discussion/Activities Work AT HOME or IN THE LIBRARY on your preparation materials for Writing Assessment IV – Argumentative Essay</p>
<p>WEEK 15.2 Wednesday, December 12th</p>	<p>Actively Read and Annotate: Selections from the Cormier archives</p> <p>Due: Come to class with these pieces read and considered carefully. They will play a central role in your fourth and final writing assessment.</p> <p>Class Discussion/Activities</p> <ul style="list-style-type: none"> • Writing Assessment IV – Argumentative Essay
<p>Final Exam</p>	<p>In lieu of a final exam I will hold office hours in my office at the time of the final. You may collect and/or discuss any graded work at that time.</p>

HON1151: Wellness in Today's World
Wednesday/Friday, 12:30-1:45
Recreation Center 205

Instructor: Dr. Danielle Wigmore
Office: 155 North St., room 100A
Email: dwigmor1@fitchburgstate.edu Phone: 665-3250

Office Hours: Wednesday 10:00-12:00, one hour TBD, or by appointment

Course Description:

This course will introduce students to various factors that influence overall physical and emotional wellness, including physical activity, nutritional practices, and stress. Students will learn how these factors influence the development of healthy personal habits. Additionally, students will learn how to critically evaluate health-related information to make informed lifestyle choices. Emphasis will be placed on examining the personal, social, and environmental influences on lifestyle choices, and ultimately, wellness.

Course Objectives: Successful students will:

1. Acquire knowledge of the benefits of physical activity, healthy nutritional practices, and negative effects of stress on mental and physical health.
2. Apply current physical activity guidelines to the creation of a personal fitness plan
3. Analyze their diet and make healthy dietary choices
4. Acquire effective stress management strategies
5. Critically evaluate health-related information and health claims in order to make more informed lifestyle choices
6. Identify social and environmental factors that influence wellness and develop strategies to overcome social and environmental obstacles to wellness.
7. Identify a research question related to wellness and apply developing research skills to the analysis of this question. Skills that will be developed include: identifying the scope of the research question, identifying and locating appropriate sources, evaluating these sources, and appropriately applying information from sources to answer the research question.

Instructional Method:

This course is taught as a combination of lecture, discussion, and activities. While I may use PowerPoint slides in class, they provide more of a guide to our discussion rather than a comprehensive picture of what we learn in class. For this reason, your attendance is crucial for your success in this class. Your preparation for each class session, through careful reading and completion of assignments, is also essential for optimizing your learning. Throughout the semester, you will engage in a variety of hands-on activities to apply course content. The group research project is intended to further your understanding of one major area of wellness as well as illustrate the various social and environmental influences on health and wellness and help you develop strong research and problem solving skills. I value the opinion of each and every student and encourage questions and active participation. To this end, we will work together to establish a set of classroom behavior guidelines intended to support each of us in our endeavor to learn.

Student Help Resources:

Fitchburg State offers a great number of resources for students, including the tutor center, counseling center, disability services, Expanding Horizons, and more. I encourage you to utilize these resources. You can access any one of these centers from the University website.

<https://www.fitchburgstate.edu/offices-services-directory/>

www.library.fitchburgstate.edu

Food insecurity is a growing issue and it certainly can affect student learning. The ability to have access to nutritious food is incredibly vital. The Falcon Bazaar, located in Hammond G 15, is stocked with food, basic necessities, and can provide meal swipes to support all Fitchburg State students experiencing food insecurity for a day or a semester. The university continues to partner with Our Father's House to support student needs and access to food and services.

Course Requirements:

- Each week, you will be assigned readings from the open access text. You are expected to carefully read assignments prior to class and complete the reading assignment on Blackboard. Reading assignments may be multiple choice or open ended questions or brief activities intended to test your understanding of the reading. They should be completed by 11:59 on the due dates listed in the syllabus. Assignments cannot be submitted past the deadline.
- You will participate in a group project that will research one health behavior and the impact of one social/environmental factor on that behavior.
- You will read and critique scholarly articles as part of your research for the class.
- You will be required to engage in physical activity during some class sessions and should come to class dressed for activity (sneakers, t-shirt, shorts/sweatpants) on those days.
- You will also complete a personal fitness plan, a nutritional analysis report, a stress management presentation, and a personal wellness assessment.

Required Text: Concepts of Fitness and Wellness by Scott Flynn, Jonathan Howard, Lisa Jellum, and Althea Moser. This is an open access textbook provided through Creative Commons. You can access this text free through Blackboard.

Equipment: sneakers and exercise attire, calculator, computer/tablet for homework and assignments

Evaluation:	Participation	5%
	Fitness Labs/activities	15%
	Personal Fitness Plan	10%
	Nutrition Analysis	10%
	Stress Management Project	10%
	Online Reading assignments (8)	20%
	Research Project	20%
	Final Reflection	10%

FSU GRADE	LETTER GRADE EQUIVALENCY	ONE HUNDRED POINT EQUIVALENCY
4.0	A	95 – 100
3.7	A-	92 – 94
3.5	A-/B+	89 - 91
3.3	B+	86 – 88
3.0	B	83 – 85
2.7	B-	80 – 82
2.5	B-/C+	77 – 79
2.3	C+	74 – 76
2.0	C	71 – 73
1.7	C-	69 – 70
1.5	C-/D+	67 – 68
1.3	D+	64 – 66
1.0	D	60 – 63
0.0	F	0 – 59

Administrative Issues:

- You will get the most out of this course if you attend all class sessions. My job is to guide you in your learning, which can only be accomplished through regular attendance and participation on your part. If you need to miss class for any reason, please inform me in person or via email.
- This class is run more like a discussion than a lecture and is best with a high level of student involvement. You are encouraged to ask questions and be active in class discussion. Your participation grade will depend on regular attendance and participation in class discussion as well preparedness for, and involvement in, small group discussions, class activities, and labs.
- The best way to communicate with me is via email. While I will try to respond to your message promptly, please allow me up to 24 hours to reply. For weekends, please allow up to 48 hours. If I have not responded to your message at that time, I invite you to send a follow up message.
- Unless otherwise specified, all assignments should be handed in **in person and should not be emailed to the instructor**. If you are sick or otherwise cannot make it to class, have a friend drop off your assignment. **Late assignments will not be accepted for any reason**. Each student is allowed **one** pass on this rule, where an assignment may be turned in late, no questions asked. **It would be wise for you to reserve this for an emergency, as additional late assignments will not be accepted for any reason**. Please also note that to receive credit for an assignment, you must earn at least 50% of the assigned points.
- It is expected that each student acts in a professional manner during class and through email communications. Being late for class, behavior in the classroom (e.g., cell phone, smartwatch, earphone usage, etc.), unprofessional email communication (e.g., email written like a text message, email without proper greeting/signature, etc.), lack of respect of others, etc. will result in a 2-point deduction from your *Professionalism* grade. This grade will count as a Laboratory assignment. (One reminder will be given per student per semester prior to any deductions.)

- On days that we will be exercising, you are expected to wear appropriate gym attire (shorts/sweat pants, t-shirts, sneakers). You will not be allowed to complete that day's activity if you are not dressed appropriately.
- My goal is to help you succeed in your college career. Fitchburg State University has a comprehensive team of support staff to help you identify the tools you need for success. If you need accommodations because of a disability, I would encourage you to work with our Disability Services office (978-665-4029). If you have emergency medical information to share with me, please discuss this with me during the first week of class. I also encourage you to contact me with any questions or concerns you have about course content or assignments.
- Fitchburg State University does not tolerate any form of academic dishonesty, including cheating, plagiarism or aiding other students in these activities. Please see the Academic Integrity Policy in the Student Handbook. If you are caught cheating, you will receive a zero for that assignment.

Projected Course Schedule (subject to change)

Date	Topic	Assignments due
9/6	Introduction	
9/11	Wellness and Healthy Behaviors	Reading assignment 1—Healthy Behaviors (due at 11:59 on 9/10)
9/13	Wellness and Healthy Behaviors	
9/18	Library session—meet in library computer lab	
9/20	Physical activity and fitness	Reading assignment 2—Fitness Principles (due at 11:59 on 9/19)
9/25	Research Project—work in groups	Group outline due on Blackboard Sunday night; completed article discussion sheet for class
9/27	Fitness assessments lab—wear gym clothes and sneakers	
10/2	Fitness	Reading assignment 3—Cardiorespiratory fitness AND Muscular fitness principles (due at 11:59 on 10/1)
10/4	Fitness training/begin weight training lab	
10/9	Weight training lab	Reading assignment 4—Flexibility AND Body Composition (due at 11:59 on 10/8)
10/11	Exercise programming/project check in	Annotated bibliography due

10/16	Nutrition basics	Reading assignment 5—Nutrition (due at 11:59 on 10/15)
10/18	Dietary guidelines	Fitness Plan due
10/23	Dietary planning	
10/25	Health body weight	Reading assignment 6—Weight management (due 11:59 on 10/24)
10/30	Healthy body weight	
11/1	Healthy body weight	Nutrition Analysis due
11/6	Group Presentations	Presentations
11/8	Consumer Health/Group Presentations	Presentations; Reading assignment 7—Consumer Health (due 11:59 on 11/7)
11/13	Consumer Health	
11/15	Consumer Health/Stress	
11/20	Stress	Reading assignment 8—Stress (due 11:59 on 11/19)
11/22	Stress	
11/27	NO CLASS-Thanksgiving recess	
11/29	NO CLASS-Thanksgiving recess	
12/4	Stress management presentations	Presentations
12/6	Stress management presentations	Presentations
12/11	Stress Management	
12/12	Final Exam	Personal Wellness Reflection due at 2:30

Fitchburg State University
Comprehensive Syllabus
Fall 2019

Honors 1600

Honors Biological Issues and Inquiry 4 Credit hours

Mondays and Wednesdays 9:30 – 11:50 AM

Instructor: Dr. Christopher Cratsley

Department: Biology and Chemistry

Offices: Condike Science 225

Office Hours: Tuesdays 11:00 AM – 12:30 PM and Wednesdays 12:00 - 1:30 PM.

Telephone #: (978) 665-3617

E-mail: ccratsley@fitchburgstate.edu

COURSE DESCRIPTION:

This course will address current issues such as population growth, environmental concerns, genetic testing, the human genome mapping project, and the spread and control of disease. Each of these topics requires a clear understanding of the scientific research, mathematical principles and technological advances behind these biological questions. A case study approach and investigative activities that use laboratory experiments and computer simulations in concert with more traditional presentations will provide the focus for addressing these topics. These investigations will illustrate biological concepts while engaging the students in problem solving, planning, decision making and group discussions. SMT, Q, LAB

TEXTS:

Biology 2e: Free online textbook

<https://cnx.org/contents/jVCgr5SL@14.2:ljCrkDE3@9/Introduction>

Additional readings will be made available during the course.

HONORS PROGRAM INITIATIVES:

This course will address the Leadership Academy Honors Program's leadership skills and areas of expertise in the following way(s):

Conceptual and Applied Knowledge: students will develop broad knowledge of concepts and processes and current issues and events in Biology, and the ability to use mathematical and technological research techniques in this field to explore significant questions.

Communication, Collaboration, and Organization: students will engage in active and interactive communication and demonstrate planning and organizing skills through individual presentations as well as by forming, leading and working in groups to identify solutions to biological problems.

Problem Solving and Synthesizing: students will demonstrate critical analysis and problem solving, by identifying relevant biological questions, generating logical explanations and predictions, collecting and analyzing data, and comparing alternative conclusions through deductive and inductive reasoning. Through the process of **Procedural and Logical Thinking**, they will use a rational, systematic procedure to arrive at conclusions, examine or build underlying patterns and structures, or deduce further information.

Creativity: students will initiate and carry out independent projects, showing the ability to see beyond boundaries, develop new ideas, and craft a valuable and compelling vision.

Ethical Reasoning: students will examine the ethical issues involved in human actions and formulate a set of principles and virtues which can be brought to bear in personal and public decision making.

Citizenship and Service: students will explore possibilities and opportunities to enact positive change on an individual level through service learning projects.

Research Tools

Fitchburg State College Library Online Services

The Fitchburg State College Library online services may be accessed through the Fitchburg State College Homepage at www.fsc.edu/library. Students may access any of several full-text online databases. Passwords are available to students by calling 978-665-3762.

Course Communications

Fitchburg State College Blackboard Information System

The Fitchburg State College Blackboard Information System can be accessed through its homepage at <http://blackboard.fsc.edu/>. All assignments should be uploaded to the Biology, Mathematics and Technology site (not the colloquium sites) for grading.

Data Organization and Analysis

Microsoft Excel

Will be made available on Biology department laptops during class and colloquium time to collect and analyze data from class activities. Excel files can be submitted to the website. Students can also access Excel outside of class time in the Hammond Open Computer labs or McKay C-175/177.

Course Documents

Microsoft Word or PDF files

Documents for course assignments should be submitted to the website as Microsoft Word or PDF files. These files can contain embedded images as well.

Slideshow

Microsoft PowerPoint

Presentations for the colloquium should be formatted to be compatible with Microsoft PowerPoint.

Lecture images and notes will also be made available in PowerPoint format on the website.

INSTRUCTIONAL STRATEGIES (with Technology Initiatives in Bold)

<u>X</u>	Lecture/Presentation	PowerPoint	<u>X</u>	Data Collection and Analysis
	Excel			
<u>X</u>	Discussion/Questioning	Blackboard	<u> </u>	Pre-Practicum
<u>X</u>	Laboratory		<u>X</u>	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving		<u>X</u>	Independent Learning
	Online			
<u>X</u>	Discovery	Online	<u> </u>	Field Trip
<u> </u>	Interviewing		<u>X</u>	Computer Application
	Laptops			
<u>X</u>	Collaborative Learning Groups	Blackboard	<u>X</u>	Viewing or Listening to Followed by
<u>X</u>	Reflective Response	Microsoft Word		Discussing
<u>X</u>	Creating Visual Illustrations of Concepts			Excel, PowerPoint, etc.

COURSE REQUIREMENTS:

Course Assignments

Discussion Boards: Students must complete a discussion board entry for each of the 12 colloquium topics (2 presented by Dr. Cratsley and 10 presented by classmates) covered in the course. Each entry consists of an analysis of an issue in Biology. Entries must be submitted through the Blackboard website to the appropriate discussion forum.

Laboratory activities: Students must complete 10 laboratory activities. These activities will be completed in class in cooperation with a group of classmates. In most cases the group will submit a common laboratory document that will represent the combined work of all group members. Students will use Google Docs and the Blackboard website to exchange ideas, discuss and submit the final product.

Colloquium Presentation and Discussion: Each student must complete, present and submit a PowerPoint slideshow with associated notes designed to stimulate discussion on one of the 10 colloquium topics. The presentation should last approximately 15 minutes.

Service Learning Proposal components: Each student must submit a weekly update on their service learning project that addresses the constituency to be served, the relevant course content, the goals of the project and a means of assessing the project's success.

Final Service Learning Presentation: Each student will make a final presentation about their Service Learning Project which will be graded on clarity, responsiveness of the project to constituent needs, appropriate application of course content, extent to which the project met its goals, and effectiveness of the analysis of project success.

Attendance and Participation:

1. You are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change.
2. Participation in class discussions and cooperative laboratory groups is expected. All students are responsible for meeting required deadlines on all projects and assignments. Completion of assigned reading is imperative to your success in the course.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are factored into the final grade.

Honors Program Initiatives: You are each expected to lead colloquium discussion on at least one occasion and to provide relevant materials for the topic you are covering. You must stimulate discussion by presenting a brief 15-30 minute PowerPoint presentation on the topic of your choice.

Computer Literacy Requirement: All assignments must be typed, doubled-spaced and formatted in APA style when appropriate. You are expected to use word processing for all assignments. All assignments must be submitted via the course Blackboard website and students must provide feedback to each other using the blackboard discussion board at <http://blackboard.fsc.edu/>.

COURSE GOALS

Given observations of biological phenomena, biological data, and simulations, students will be able to analyze, interpret and reflect on the process, logic and limitations of scientific inferences.

Given access to biological content, and feedback, students will be able to research and communicate how science, math, technology and society interact through contemporary issues in Biology.

Students will engage in service learning activities by utilizing course content to meet constituent needs, setting project goals, and assessing project success.

COURSE CONTENT OR TOPICAL OUTLINE

Please note that all dates are subject to change. In addition, there will be a roughly 2-week period in mid-October to early November when attendance in class will not be required. Instead, course materials will be provided electronically through Blackboard and students will work on their Independent research and presentation projects with online feedback through Blackboard. Students will also be expected to continue to post to the online discussion boards each week.

date	Topics	9:30-10:35	10:45-11:50	Reading
9/9	Intro to Biology	Why does Biology matter?	Identifying issues in Biology	None
9/11	The Study of Life	Nature of Science activity	Science and Pseudoscience	Ch 1
9/16	Chemistry	Why does Matter matter?	Researching issues in Bio	Ch 2
9/18	Population and poll	Population Growth activity	Pollution and populations	Ch 45
9/23	Molecules	Why do Molecules matter?	Researching Bio projects	Ch 3
9/25	Biodiversity	Biodiversity activity	Threats to biodiversity	Ch 47
9/30	Cells	Why do Membranes matter?	Refining Bio projects	Ch 4
10/2	Cell Transport	Cell diversity activity	Invasion & extinction	Ch 5
10/7	Metabolism	Germination activity	Identifying your constituents	Ch 6
10/9	Photosynthesis	Why do Microbes matter?	Feeding the World	Ch 7
10/14	Columbus Day	No classes		Ch 8.1
10/16	Prokaryotes	Food analysis activity	Discussion of Projects	22.1&5
10/21	Mitosis	Why does Mitosis matter?	Clarifying shared goals	Ch 10
10/23	Meiosis	Mitosis and Meiosis activity	Creating Life, what is life?	Ch 11
10/28	Genetics	What makes us Who we are?	Researching Biology content	Ch 12
10/30	Chromosomes	Predicting Phenotypes activity	Our rights to our genes	Ch 13
11/4	DNA	What makes us Human?	Refining your shared goals	Ch 14
11/6	Biotechnology	Comparing genotypes activity	Bioethics of Biotechnology	Ch 17
11/11	Veteran's Day	No classes		Ch 18
11/13	Evolution	What makes us a Species?	Assessing your goals	Ch 19
11/18	Phylogeny	Primate evolution activity	Human Evolution	Ch 20
11/20	Ecology	What makes us Sustainable?	Measuring your success	Ch 44
11/25	Ecosystems	Ecological footprint activity	Global Warming	
11/27	Thanksgiving Break	No classes		Ch 46
12/2	Homeostasis	What makes us Healthy?	Preparing presentations	Ch 33
12/4	Nervous System	What makes a healthy brain?	Human Health Issues	Ch 35
12/9	Respiration	What makes healthy blood?	Final Presentations (up to 4)	Ch 39
12/11	Circulation	What makes a healthy heart?	Final Presentations (up to 4)	Ch 40
12/16	Final (10:10 AM)	Final Presentations (up to 8)		

COURSE EVALUATION POLICIES AND PROCEDURES:

Laboratory activities	20%
Colloquium presentation and discussions	25%
Service Learning Proposal components	25%
Final Service Learning Presentation	20%
Attendance and participation	<u>10%</u>
	100%

COURSE POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/6653427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Cellular Telephones

Turn-off cellular telephones during class and colloquium time. For emergency messages please set the telephone device to vibrate. Thank you in advance for your consideration of your classmates.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the FSC Grade Appeal Policy in your Student Handbook.

Policy on Honesty

The faculty at Fitchburg State College expect that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. College Academic Dishonesty Policy, as outlined in the College Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State College adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

Fitchburg State University—English Studies Department—Honors Literature Seminar

Michael Hoberman/Department of English

Office: Miller Hall Room

Office hours: Thursdays 11-12:15, Fridays 9:30-10:45, and by appointment

Telephone: On-campus: 978 665 3746

Email: mhoberman@fitchburgstate.edu

Course Description:

From the founding of the nation to the present, observers of the United States' regional, ethnic, religious, and occupational subcultures have sought a broader understanding of the nation's life through close attention to the social mores, customs, and world views of its many small groups. Literary fiction and poetry by people who have been born or adopted into these groups constitutes one of the most useful windows through which we can apprehend the complexity of the American experience. Journalists, oral historians, anthropologists, documentary photographers, and folklorists have also been indefatigable chroniclers of American subcultures. This course offers a "bottom up" version of the nation's cultural history, focusing on the experiences of those whose existence and body of public expression has been marginalized, distorted, dismissed, or ignored in favor of an overriding attention to canonical works and elite history. Some of the groups to whom we will pay closest attention include practitioners of minority religious traditions, as well as Native Americans, African Americans, and urban subcultures in the current era.

Course Objectives:

This course seeks to build students' familiarity and facility with a broad range of sources for the study of American culture, including primarily written texts, but occasionally also paintings, photographs, film, and material culture. I will place primary emphasis on our achieving careful and incisive readings of all the course texts. In-class discussion and a variety of writing assignments will be our main means of pursuing this goal. The course is intended to promote thinking across the disciplines, and to that end, students will be asked to explore and formulate connections between the materials and themes they encounter in this course and their previous exposures, particularly through literature and history courses, to more conventional readings of the American experience. As a result of the written and oral assignments given in the course, I expect that students will improve their abilities as researchers, presenters and academic writers.

Course requirements:

1. Regular attendance and full participation
2. Reading of all assigned texts
3. Two short analytical papers (1000-1250 words each; see separate handout)
4. One oral presentation, leading into class discussion (see separate handout)
5. Final paper (2500 to 3000 words; see separate handout)

Attendance, Lateness and Late Paper Policies:

I reserve the right to lower your grade due to poor attendance, which means missing more than two classes. The same goes for excessive lateness, which has a disruptive effect on the group;

please plan on arriving on time for all classes. Please get in touch with me if you anticipate *having* to miss a class. I assume that you will take full responsibility for making up any missed work or if an emergency has prevented you from attending a given class. I have regularly scheduled office hours, and am always available by phone or email.

Due dates for all essays are firm. I devote considerable time to providing detailed feedback on all drafts, so your cooperation and timeliness are especially important and in your own best interest. If I choose to accept a late paper from you, be aware that I may lower its grade and that I most certainly will not provide you with any feedback on its strengths and weaknesses.

Academic Integrity:

Plagiarism and all forms of cheating or academic dishonesty are strictly forbidden. Any instances of such activity will result in a recorded zero for the assignment, at the very least, or expulsion from the course.

Evaluation and Basis for Student Grading:

Each short paper is worth 20 percentage points

The oral presentation is worth 5 percentage points

The final paper is worth 40 percentage points

Participation is worth 15 percentage points

I will grade your written work based on how successfully you accomplish the following ends:

Clarity of presentation (having something to say and saying it clearly)

Structure (knowing how to put an essay together)

Originality (coming up with fresh ideas and ways of talking about them)

Control (a basic command of the rules of syntax, grammar, style, etc.)

I will grade your oral contributions to the class, both formal and informal, on the basis of their frequency and relevance.

Methodology:

This course proceeds on the seminar format. Each day, I will expect all students to be prepared to talk about the assigned readings; sometimes, you will also be asked to write about them in class. My primary role as instructor will be to guide and focalize class discussion, and to raise what I take to be pertinent questions about the reading. I will also place considerable stress on strategies for writing about our texts, and will devise both exercises and discussions on that subject. I always welcome voluntary contributions to class discussion, but will regularly call on all students, so please be prepared at all times to speak out and participate in class.

Learning Disabilities:

I am eager to do what I can to accommodate the various learning styles and needs of students in a diverse community such as this one. If you suspect that you have a learning disability, or have already been assessed as a Learning Disabled Student, please tell me early on in the semester. The university has set guidelines and procedures for accommodating students with special needs, and I will happily put you in touch with the Disability Services Office if need be.

Respectful speech:

Class discussions are meant to support the spirit of critical inquiry. That being said, I expect each of us to observe some basic rules of open-mindedness and civility. Racially demeaning speech, misogynic remarks, homophobic comments, and expressions of religious intolerance are not acceptable in this class.

Required texts:

Righteous Dopefiend, by Philippe Bourgois and Jeff Schonberg

Real Black, by John Jackson, Jr.

Unsettled, by Eric Tang

Everything You Know About Indians is Wrong, by Paul Chaat Smith

Number Our Days, by Barbara Myerhoff

Several works of fiction and poetry (available as PDF files; I will also distribute hard copies).

Various articles/book chapters (available as PDF files; I will also distribute hard copies). See course schedule for texts/authors.

Topical Outline/Course schedule:

What is ethnography? What is a subculture?

September 6—Introduction

September 11—“Thick Description,” by Clifford Geertz (handout)

September 13—“Crossing Dunbargy Brae,” by Henry Glassie (handout)

September 18— first short paper due

The family life of dopefiends

September 20—*Righteous Dopefiend*, 1-23

September 25—*Righteous Dopefiend*, 25-45; 147-181

September 27—*Righteous Dopefiend*, 241-269

October 2—“Sonny’s Blues,” by James Baldwin; “Summer Words from a Sistuh Addict,” by Sonia Sanchez (handout)

Two urban subcultures in a comparative framework

October 4—*Real Black*, 1-33

October 9—*Real Black*, 63-87; 125-149

October 11—LIBRARY SESSION (go to Library Instruction Lab—HA-101);
Real Black, 151-172

October 16—poetry by Elizabeth Alexander and Natasha Trethewey (handout)

October 18—*Unsettled*, 1-28

October 23—*Unsettled*, 29-51; 114-134

October 25—Poetry by Sokunthary Svay (handout)

October 30—NO CLASS (M.H. at conference)

November 1—first draft of final paper prospectus due

November 6—final draft of final paper prospectus due

The oldest Americans: Native American life in the contemporary context

November 8—*Everything You Know About Indians is Wrong*, 1-6; 9-12; 9-27; 69-78

November 13—*Everything You Know About Indians is Wrong*, 113-122; 145-150; 163-171; 172-179

November 15—"Because My Father Always Said He Was the Only Indian Who Saw
Jimi Hendrix Play 'The Star-Spangled Banner' at Woodstock," by Sherman Alexie and
"Lullaby," by Leslie Marmon Silko (handout)

November 20—second short paper due

Ethnography as literature: *Number Our Days*

November 27—*Number Our Days*, xiii-xvii; 1-39; 40-78

November 29—*Number Our Days*, 153-194; "A Conversation with My Father," by
Grace Paley

December 4—final paper conferences

December 6—final paper conferences

December 11—final class; peer review on final paper

December 18—final paper due

HON SEM 2150 / Contemporary Issues in the Humanities
CNIC 212 / M&W / 12:30-1:45

Instructor Information

Instructor Email Office Location & Hours
David Svolba, PhD dsvolba@fitchburgstate.edu
CNFA 253, M&W 9:30-10:45

General Information

Course Description

From the Catalog: Contemporary Issues in the Humanities provides students with an opportunity to reflect on the positive and negative aspects of the arts in our society today and the impact of the arts in their lives. Topics may vary depending on the instructor and/or students enrolled. For example, topics covered by an art instructor might include the impact of contemporary architecture or living art museums. A philosophy instructor might include ethical and moral issues in art or issues in the contemporary philosophy of art. A music instructor might focus on the impact of funding on music education or the impact of music in film.

In this iteration of Hon Sem 2150, our initial focus will be on philosophical questions about art. These are wide ranging, and include:

*What is art? *What is the value of art? How should we evaluate art? *What is the relationship between aesthetic and moral value? *Is art censorship ever justified? *Why do we enjoy horror movies and novels?

Our focus in the remainder of the course will be on philosophical topics and problems more generally. These include:

- *The nature of happiness
- *The problem of free will
- *The problem of personal identity

Expectations and Goals

The main goal of this course is to introduce students to philosophy as a way of thinking about the kinds of deep questions that occur to all reflective people during the course of their lives. Our emphasis throughout will be on developing the set of skills essential to philosophical analysis, including the ability to formulate basic or fundamental questions clearly and precisely, identify possible answers to these questions, evaluate the merits and demerits of these answers, and communicate the results of our critical analysis in clear, logically rigorous prose. Students are expected to attend class having completed all relevant assignments, and to participate actively and respectfully in class discussions.

Course Materials

Required Texts

Eds. Mulnix and Mulnix. *Theories of Happiness: An Anthology* (Broadview, 2017). Alfred Mele. *A Dialogue on Free Will and Science* (Oxford, 2014).

John Perry. *A Dialogue on Personal Identity and Immortality* (Hackett, 1978). Titles are available at the FSU bookstore and on Amazon.

Additional assigned readings will be posted on Blackboard.

Course Schedule

BB = Blackboard / WA = writing assignment / M&M = Mulnix and Mulnix, *Theories of Happiness* / FW&S = Mele, *A Dialogue on Free Will and Science* / PIM = *A Dialogue on Personal Identity and Immortality*

Unit 1. Thinking about Art

Date	Topic	Reading	Assignments
9/10	Course introduction	--	--
9/12	Philosophy and conceptual analysis		BB1, BB2 W1
9/17	A Primer on Philosophical Arguments	--	WA2
9/19	Tolstoy and the expression theory of art	BB3	WA3
9/24	Danto and the Representational Theory of Art	BB4	WA4
9/26	Weitz on why theories of art are bound to fail	BB5	WA5
10/1	Is there a standard of taste?	BB6	WA6
10/3	Hume on the standard of taste	BB7	WA7
10/8	Class does not meet	--	--

Date	Topic	Reading	Assignments
10/10	The paradox of horror	BB8	WA8
10/15	Sex objects and sex subjects	BB9	WA9

Unit 2. Thinking about Happiness

Date	Topic	Reading	Assignments
10/17	Hedonism	M&M, chapters 1 & 3	WA10
10/22	Problems for Hedonism: Experimental Psychology	M&M, chapter 5	WA11
10/24	Problems for Hedonism: Philosophy	M&M, chapters 6 & 12	WA12
10/29	Alternatives to Hedonism: Platonic Happiness	M&M, chapter 13	WA13
10/31	Alternatives to Hedonism: Stoic Happiness	M&M, chapter 14	WA14
11/5	Alternatives to Hedonism: Buddhist Happiness	M&M, chapter 18	WA15 / Mid-Term exam distributed
11/7	The Politics of Happiness	M&M, chapter 17	WA16
11/12	Veteran's Day	--	Mid-Term exam due

Unit 3. Thinking about Free Will

Date	Topic	Reading	Assignments
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11/14	What is free will?	FW&S, chapters 1-3	WA17
11/19	Libet-style challenges to free will	FW&S, chapters 4 & 5	WA18
11/21	Thanksgiving Break	--	--
11/26	Wegner on the illusion of conscious will	FW&S, chapter 8	WA19
11/28	Free will and social psychology	FW&S, chapters 6 & 7	WA20

Unit 4. Thinking about Personal Identity

Date	Topic	Reading	Assignments
12/3	Personal identity = sameness of soul		PIM, chapter 1 WA21
12/5	Personal identity = sameness of body		PIM, chapter 2 WA22
12/10	Personal identity = psychological connectedness and continuity		PIM, chapter 3 WA23
12/12	Review / donuts!	--	--

Important Dates

Date	Subject
9/13	Drop deadline
9/20	Add deadline
11/12	Mid-Term Exam Due
12/17	Final Exam

Each student is solely responsible for completing all course requirements and for keeping track of the course schedule.

Assignments

1. Writing Assignments (210 points)

These require you to answer questions about the reading assignments. All assignments are posted on BB. Please note that I will only accept type-written work submitted in class on the day the assignment is due. I will not accept writing assignments via e-mail. There are 23 homework assignments in total, which means you may 'skip' two assignments without it affecting your grade. Students who complete (and submit on time) all the homework assignments will receive a 10 point bonus (220/210).

2. Mid-Term Exam (100 points)

A take-home exam, featuring short-essay questions on material from Units 1 & 2. The take-home exam will be distributed on 11/5 and due on 11/12.

3. Final Exam (100 points)

A cumulative, 'closed-book' exam consisting of short-essay questions; it covers material from lectures and reading assignments. The final exam will take place on Monday, December 17, between 2:30 and 4:30, in CNFA 257. A final exam review guide will be provided.

Policies

Communication: All course related e-mail correspondence will go to your FSU e-mail address. If you do not check this address regularly, you should begin doing so while enrolled in this class.

Classroom: Please do not use your cellphone in class.

Rescheduling: Students who miss assignment deadlines will be permitted to submit late assignments at my discretion. Points will be deducted from all late work.

Extra-Credit Work: I do not assign extra-credit work.

Cheating: Any student caught cheating in this course will automatically fail the course and will be reported to the academic authorities. If a student is unsure about what constitutes 'cheating,' s/he should consult with me.

University Policy on Academic Dishonesty: Academic dishonesty in all its forms, including cheating, fabrication, plagiarism, and the facilitating of academic dishonesty by aiding and abetting any of the aforementioned, is not tolerated at Fitchburg State University. Violators will be subject to the university's Office of Academic Affairs established judicial process.

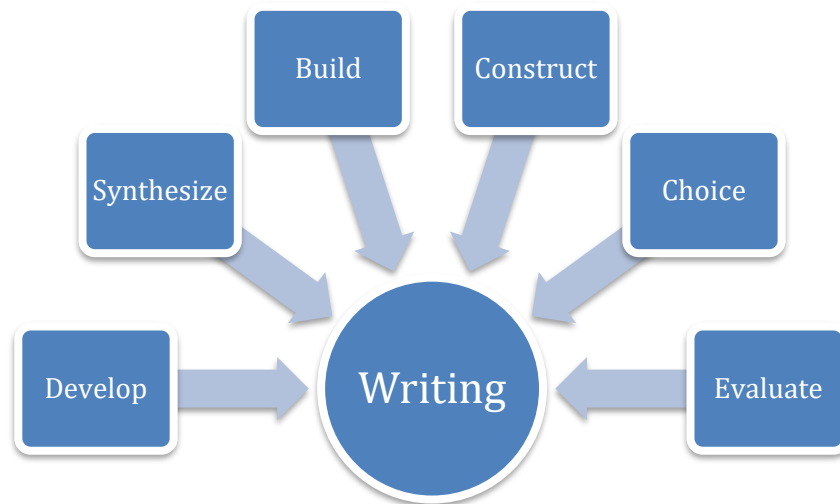
Accommodations

To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. psychical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call 978.665.4020 (voice/relay). Disability Services is located in the Academic Support Center on the third floor of the Hammond building.

HONORS ENGLISH II

Professor: Dr. Heather Urbanski
E-mail: hurbansk@fitchburgstate.edu
Office Hours:

Office: Miller Hall 210
Phone: 978-665-3679



Writing is an **active**, deliberate process that occurs in steps and stages.

Knowledge and meaning are **built** with words, ideas, images, and sounds. Neither is “discovered”; both are made.

Course Description

“I hate writing, I love having written.”

– Dorothy Parker, attributed, *Rhymes with Vain*

This course is a continuation of Honors English I and emphasizes writing, independent reading and research. Students examine varieties of narratives and ideas of cultural, intellectual and political leaders, and in the analyses of social critics and theorists and in works of literature. Students will examine works from various class, cultural, gender, historical, literary and political perspectives. The diversity of texts affords students opportunities to develop strategies for the interpretation and analysis of different kinds of source material.

What happens when science meets fiction? How “accurate” is the reporting of science in the popular media? How have artists explored science using literature and a cinematic lens? How do these works challenge our understanding of such concepts as space, time, reality, the body, and reproduction? What ethical concerns arise? These are some of the questions we will consider as we read short stories by contemporary science fiction authors like Greg Bear and Ailette de Bodard, examine science-focused general audience publications, and watch genre films. This course will explore the cultural

and rhetorical contexts of these texts to consider how mainstream American culture encounters science.

The premise of this course is that even non-scientists have to engage with scientific ideas and issues in our everyday lives as consumers, voters, and even as audiences. Our discussions this semester will therefore center on several “non-expert” vehicles for science and society: popular culture (e.g., science fiction); mass media and advertising; nutrition; and health and wellness.

Fitchburg State First-Year Writing: Goals and Objectives

By the end of the second course in the writing sequence, students should:

- Demonstrate in their prose a knowledge of rhetoric, argumentation, uses of evidence, process-oriented writing, and academic community.
- Employ a variety of research methods and genres (including, but not limited to, interview, annotated bibliography, fieldwork, archival work, multimedia, etc.).
- Obtain reference materials, books, and articles through the FSU library’s search engines and databases.
- Become familiar with the latest information technologies pertinent to their research.
- Adopt either APA or MLA citation format and use properly.

Required books and materials

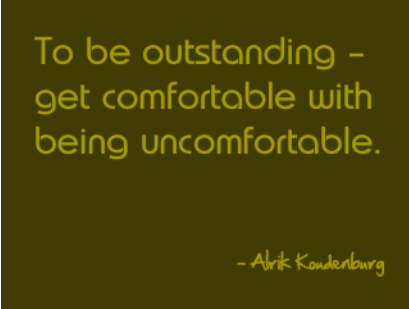
Texts available at bookstore:

- *They Say/I Say: The Moves that Matter in Academic Writing**
- *Bad Science: Quacks, Hacks, and Big Pharma Flacks* (Goldacre)
- *The Angry Chef: Bad Science and the Truth About Healthy Eating* (Warner)
- *Exploring Science through Science Fiction* (Luokkala)

*Always bring *They Say/I Say* to class.

Texts available on Blackboard: Some readings will only be available electronically. You need to print each of these on your own, read them before the assigned date, and bring them to class so you can refer to them during discussions and in-class writing activities. Set aside approximately \$15 for printing costs if you will be using the OneCard system to print on campus.

Other technology: You will need to use Microsoft Word, and only Microsoft Word, for most assignments this semester.



(Image created for Design Walls Tumblr, posted 18 Feb. 2010)

Course Content and Requirements

Assignment Breakdown

Response Papers (tied to assigned text; contract basis)*	15%
Individual Work*	40%
Science Fiction analysis (min. 1500 words)	10%
Annotated Bibliography (min. 5 texts)	10%
Science in the press analysis (min. 1200 words)	10%
Credibility analysis (min. 1200 words)	10%
Group Work (Presentations)	25%
Science fiction panels	15%
Pseudoscience project	10%
Final paper (including research; 2400-3,000 words)*	20%

* These assignments will be submitted via Blackboard and are due on Fridays by 3pm, except for the Final Paper, which is due on Monday, 5/16 by 3pm.

I have loaded a file onto Blackboard (“Style Sheet”) that details all of the specific guidelines that apply to all of your papers, including the headings, etc. Please print and review this file carefully before you turn in any assignment.

Final grade averages will be determined using the following values:

A= 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3
A- = 3.7	B = 3.0	C = 2.0	D = 1.0
A-/B+ = 3.5	B- = 2.7	C- = 1.7	
	B-/C+ = 2.5	C-/D+ = 1.5	

Readings

Assigned readings need to be completed before the class meets. You should bring either the book or a printout of the day’s readings to each class. The Course Schedule included with this syllabus indicates what you need to bring on which day. In addition to any printed copies of assigned readings, you need to bring your copy of *They Say/I Say* to each class session.

These readings provide the context for virtually every assignment and there will be a **response paper** tied to the readings required for most weeks (except for when another assignment is due). Because of this, you should practice “active” or “rhetorical” reading, annotating each text as you read. These annotations will include a one- or two-sentence summary of the article, a bulleted list of the most important 3-5 points, and 2-3 responses to specific passages. In addition, **marginal notations (not just highlighted passages) are expected** for each reading. Making this effort while you read will save you time later when you begin writing your papers.

If necessary, reading quizzes will be administered at random intervals to check for understanding.

Projects (in planned order of completion)

1. Response Papers
 - Respond to assigned prompts (see below) tied to weekly reading assignments.
 - Contract basis for grading (i.e., the more you complete, the higher your grade).
2. Science Fiction Analysis
 - Explore the ways at least two of the stories we encounter as a class overlap and connect with each other, in response to Luukkala's analysis.
3. Science Fiction Panels [Collaborative]
 - Read a science fiction story or watch a genre film not on the syllabus and make connections to the class discussions.
 - Work with your assigned group to organize a 30-minute long panel presenting those works to the class.
4. Annotated Bibliography
 - Identify and then summarize at least five scholarly research articles that can be used to extend the Science Fiction Analysis and Science Fiction Panels.
5. Credibility Analysis
 - Analyze the "experts" presented in current science television shows to begin speculating on a "system" for evaluating credibility in response to Luukkala's analysis.
6. Science in the Press
 - Identify a mainstream news media article/story from within the past six months that covers a recent scientific study.
 - Read that study and compare the two artifacts (media story and journal article).
7. Pseudoscience Presentations [Collaborative]
 - Work with your assigned group to analyze patterns of marketing for pseudoscientific products and then create your own to "sell" to the class.
8. Final Paper
 - Expansion of Science Fiction Analysis adding in outside research and results from Science Fiction Panel assignment.

Response Papers

These short, 500-word papers are designed to communicate your thinking in a vehicle that is less formal than an essay but more structured than a freewrite. There will be seven opportunities for you to prepare a response paper. Most of these will be started in class during the week, then refined and expanded for submission on Friday. The topics for these papers will be directly tied to the assigned readings so keep a close eye on the specific prompt.

You will receive course credit for these on a “grading contract” basis (see below). In order to “count,” a response paper must demonstrate that you have considered the question/topic in a mature way, looking beyond superficial and initial reactions, and have assembled appropriate support for the preliminary conclusions. In addition, these papers must be submitted on time and reflect careful editing and proofreading as well as demonstrate the ability to use the ideas of others with proper (though informal) documentation and without plagiarizing.

Grading Contract for Response Papers

# of Completed Responses	Grade
8 or 9	4.0 (A)
7	3.7 (A-)
6	3.3 (B+)
5	3.0 (B)
4	2.7 (B-)
3	2.0 (C)
2	1.0 (D)
1 or 0	0 (F)

More details will follow for the other assignments as the semester goes along.

As I read your individual essays, I will be evaluating them based on the criteria defined below). My comments on your papers will be focused on how you can improve the essay specifically and your writing in general.

Qualities of Effective Academic Writing

Thoughtful Ideas: Essays should contain ideas that, if not completely “original,” nonetheless go beyond stock responses, common wisdom, or ideas that have been thoroughly discussed in class. Thoughtful essays suggest that the writer has engaged in reasoned, critical analysis and creative thinking about the topic in a way that is appropriate to the task at hand.

Controlling Idea: Essays should have a controlling idea (often described as a thesis, a claim--or series of connected claims) that readers can identify clearly and that can be adequately developed within the assigned task. The controlling idea should demonstrate that the writer is aware of and willing to engage with the complexity of ideas, resisting quick, even clichéd, closure of the question under analysis.

Demonstration of Controlling Idea: Support is provided to demonstrate and/or explain the central point of the essay. Engagement with multiple voices and perspectives is essential to proper support, which may take a number of forms, such as giving examples that illustrate the point, citing relevant authorities, or referring to passages in a text being analyzed. Essays should demonstrate a synthesis of other voices with the writer’s own in order to make connections among ideas and concepts.

Effective Organization: Essays should follow a plan of development that is clear and appropriate for the particular rhetorical task. In addition, essays should show the relationships among claims or among different elements of support, so that at every point in an essay readers know where the argument is heading and how the current topic is related to the main idea.

Mature and Effective Style: Sentences should be of varied length and format; word choice should be appropriate and precise, avoiding triteness. Style should reflect a level of syntax and diction consistent with the language employed in contemporary discourse about issues and ideas.

Attention to Conventions, Readability, and Manuscript Preparation: Essays should follow conventions for college writing, including standard form for punctuation, spelling, verb tense, agreement, and other expectations for academic papers.



Course Practices and Guidelines

Attendance policy

It is expected that you will be at each class meeting, on time, prepared, and ready to participate. I take attendance at each class period and if you miss **more than five** class periods, **for any reason**, you will not pass this course. Please note that missing online Peer Review and/or a scheduled conference counts as a class absence (changes in scheduled conference times can only be made in person). In addition, arriving late to class is disruptive and frankly disrespectful. Thus, two late arrivals (i.e., after I have begun class) will count as one absence.

Academic Honesty policy

You are responsible for submitting original work and upholding honest academic practices. Sanctions can be taken for claiming others' work as your own, failing to cite sources properly, cheating, or facilitating cheating. Such sanctions can include failure on the assignment, failure of the course, or suspension or dismissal from Fitchburg State University. Please familiarize yourself with the Academic Integrity Policy in your Student Handbook and the Code of Conduct and Discipline Process Handbook both available at <http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/campus-policies/>.

Special Needs

To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. psychical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise.

If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call 978.665.4020 (voice/relay). Disability Services is located in the Academic Support Center on the third floor of the Hammond building. Their website is at <http://www.fitchburgstate.edu/campus-life/student-services/disability-services/>.

Honors: Mozart to Modernism Spring 2017 student syllabus

Prof. Susan Wadsworth. Office: CNIC 218 665-3018

E-mail: swadsworth@fitchburgstate.edu or susan.wadsworth@gmail.com

Office Hours: Tuesday Wednesday 12:30-1:45, Friday 8:15-9:15 or by appointment.

Web Pages: <http://susanwadsworthworksonpaper.com/>

Meets: TR 11:00-12:15 in CNIC 323.

Course Objectives:

I have five objectives for this course:

- 1) To help you to learn to look at visual art and listen to music in a new way
- 2) To learn the historical background and development of stylistic periods from 1750 or so to 1960
- 3) To see the interrelationship between the elements of music and art.
- 4) To explore the Romantic and spiritual development of music from classicism of Mozart and Jacques-Louis David to Abstract Expressionism and jazz. To explore the spiritual roots of abstraction and Modernism in art and music.
- 5) To learn what music and art you like best and why. What can inspire you?

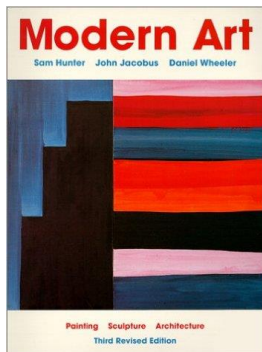
There will be three themes that will underlie most of what we will study: love, nature and creativity. Emphasis will be on the development of and interrelationship between art, literature and music particularly.

On the importance of writing in this course: Writing is a means to thinking and learning. There will be several papers, both long and short, in this class. You are encouraged to keep good notes, a journal of your thoughts in the course and to work to write clearly, well and often. You are expected to use all the elements of proper English (grammar, spelling, syntax, mechanics, etc.) in your papers. This is in addition to a firm grasp of music and art vocabulary. **A thorough journal kept throughout this course can be an extra-credit project. For this journal, write your thought about each day's class, in a short paragraph. Don't just reiterate what we did in class; give your thoughtful response to what you liked or did not like and why.** What fascinated you most? Why?

I am hoping this is NOT true for Honors students but.... **Please note that due to horrific grammatical errors in the past, I DO take off for spelling, syntax, and writing errors that should have been mastered in elementary school. Please note this link for all your grammatical questions: <http://www.davidapleypard.com/english/spelling.htm>. Also note the PowerPoint I have written for papers and the slide that details the differences between their, there, they're, it's, its, etc., noted therein.**

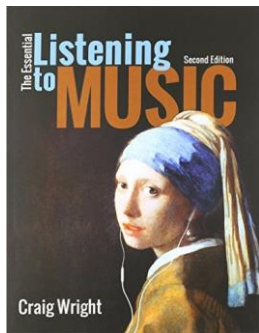
Required Texts:

Art: Sam Hunter and John Jacobus *Modern Art: Painting, Sculpture, Architecture*. Either the third or the new fourth edition is fine.



My PowerPoints are very complete and full of text. I have yet to find a good art or interdisciplinary text for this particular course, but this book has very thorough coverage of modern art.

Music: Wright, Craig, *The Essential Listening to Music* (7th edition) Belmont, CA: Wadsworth Group/Thomson Learning, 2013 (5-CD streaming)



***** To access the music part of this course at Cengage.com: check Blackboard for the PowerPoint on how to register.**

The course key is this: you will need this to login to the website and to enroll in the course.

******CM-9781133113379-0000193 this is the key from 2014**

CM-9781133113379-0000193

To help your students access CourseMate and enroll in your course, point them to <http://poweron.cengage.com/magellan/TechSupport/ProductHelp.aspx?prodrowid=1-SXFOLJ>. Once there, students should click the "Downloads" tab, should then click the "Student Registration and Enrollment Clickpath" tab, and, finally, should click the "Download File" link.

Posted on Blackboard under Course Documents: lists of museums and galleries; study sheets; architectural sheets; sheets on plagiarism and how to write art papers.

Blackboard: Daily use will be made of the FSC Blackboard site and of Smart Board for this course. **You must have an FSC e-mail address to log onto Blackboard and to contact me.** I will also use Blackboard to calculate and post grades; you may refer to this frequently to see how you are doing and what projects are due. The **running total** shows the average grade for all the projects that you have turned in; the **weighted course grade** reflects the assignments done to date and the percentages accorded to them. **It is this weighted grade that will be your final grade in the course.** The weighted grade will be low until all the assignments are in and graded.

To do well in this course, you will need to:

- 1) Read the text before class and the PowerPoints carefully after class.
- 2) Attend class and participate.
- 3) **Take the chapter quizzes each week**, at the end of each chapter and PowerPoint. Each quiz will be available under Assignments one week after the information has been finished in class, and then it will disappear from Assignments and you will lose those points.
- 4) Check Blackboard for PowerPoints, notes, some readings and announcements. *Note that I will tweak these PowerPoints (and the essay exams) before each class, so don't download them all right away.*
- 5) Listen to the musical examples *at least* several times
- 6) Write great exams and papers, including the museum and concert response papers.
- 6) **Optional and extra credit:** attend any CenterStage event: lectures, concerts, films, etc. and write a 1 ½ page paper on the form and content of the event.
<http://www.fitchburgstate.edu/campus-life/things-to-do/centerstage/>

Laptop and cell phone policy: I allow the use of laptops in my class because I expect you to be making notes and studying the PowerPoints that we are discussing in class. It is rude to be texting, checking email and Facebook statuses while in class, and you will miss important facts and information that I will look for on exams if you are so distracted. Millennials have the shortest attention span of any recent generation, and if you want to succeed in life, you need to pay attention to the world around you and not through digital toys. **I will not allow use of ANY electronic gadget, phone, ipod, etc., in class.** If I see that you are making and improper use of your computer or said gadgets, I have the right to take your computer and/or your phone for the rest of the class.

Field Trips: It is essential for this class to visit both a museum and a live, classical concert or opera. These visits are a culmination of our studies this semester. There are several possibilities this spring. Usually the best field trip is for Honors students to go to Boston to visit the Museum of Fine Arts and to hear the Boston Symphony Orchestra. This Boston field trips would leave about 8:30 a.m. and include a trip to the Boston Museum of Fine Arts first and then a 1:30 Symphony so that we can arrive back on campus by 6:00 (depending, of course, on Boston traffic). See concert dates below in the syllabus.

There are other possibilities for field trips if the class cannot make the Friday field trip due to class conflicts.

If you are unable to attend either of these trips, you will be required to attend similar events on your own time. The **museum and concert papers** are required from these trips.

Most of the museums have websites: here are a few of the upcoming exhibitions:

<http://www.worcesterart.org/Exhibitions/>

<http://www.mfa.org/exhibitions/index.asp?key=895>

http://www.clarkart.edu/museum_programs/exhibitions_future.cfm?nav=2

You REALLY need to GO to a museum for this paper, for many reasons, one of them relates to experiencing all the works beyond those you write about. For this reason, there is an internet option for those who really cannot make a trip to the museum, but I will discount internet papers by 25%. So an A+ paper will earn you about 74 points, not 98 points. Those who make the effort to get to a museum WILL be rewarded.

Carnegie Unit: For each hour in class, one is expected to do at least two hours of homework preparing for class: reading the textbook, writing papers and studying for exams. This means six of preparation per week for each 3-credit course and 135 hours of work over the semester. To do well on my take-home exam essays, you will need to spend at least this much time.

GRADING:

First week of class: look through the Modern Art book and find one work that you despise and one that you love. Post this on the discussion board. Check back at the end of the semester to see if you still agree with what you loved and disliked.

2% **Syllabus Quiz.** Take this by 11:55 p.m. **Sunday Jan. 29.**

2% **Elements of Art and Music Quiz.** Take this by 11:55 p.m. **Sunday Jan. 29.**

3% **Grammar Quiz:** may be repeated until a score of 90+ is achieved. Open until **Feb. 5.**

Due Feb. 14: Optional paper on the elements of art, for those who are nervous about writing about art. Using vocabulary from the introduction to this class, write a paper analyzing one art work. If you can, analyze the art work in person at a museum. (Note: Museums are often closed on Mondays.) Or choose a work from your book or from the internet. If you choose the latter, please include an image of the piece with your paper. Choose your examples from 1750-2000 and use at least **fifteen** glossary works to describe the form and, if possible, content of your piece (i.e. **composition, line, shape, color, depth, perspective, space, texture, and content etc.**). Two pages, typed, double-spaced. Please underline, *italicize* or put your words in **bold**. Do not use architecture for this first paper.

- 10% **Listening Guide. Due Thursday Feb. 23.** Take 3 minutes of a work by a classical or Romantic composer (Mozart, Haydn, Beethoven, Schubert, Chopin, Liszt, or Berlioz.) Write down the times on the left, the changes in the music and what elements you hear on the right. Note the main theme, bridges or changes to themes, instrumentation, rhythm, melody, dynamics, and texture as best you can. Do you hear any meaning in the work? Why did you choose this work? Please include a link and all the performance information: the title, composer, performers, conductor, etc. See the student example posted on Blackboard.
- 15% **Weekly quizzes via Blackboard.** These will be opened up as we begin the material and they will close for good one week after we have completed the material. You may re-take the quiz several times in order to get the best score possible.
- 18% **First mid-term essay exam due Thursday March 2:** Classical and Romantic art and music. See Blackboard Assignments for posted exam details.
- 10% **Due April 13: Modernism in art and music.** Two page paper analyzing one abstract work of Cubist or Expressionist art with one work by either Stravinsky or Schoenberg or Bartok. How do these works break from traditional examples of Classicism and Romanticism to pioneer modernism? Analyze in terms of what you see and hear, the analogous elements, and content. If you want, create your own Cubist or Expressionist drawing or painting to add to the project.
- 10% **Concert paper from Symphony field trip: due within a week of the concert.** Discuss the entire concert experience first: what the venue was like, what were the selections like broadly speaking. Then examine one of the works (or one movement, for longer works), with notes taken at the concert, for the development of musical motifs, orchestration, and content.
- 10% **Museum response and analysis paper due a week or so after the trip:** Go to a museum in person: the Boston Museum of Fine Arts, the Worcester Museum of Art, the Fitchburg Museum of Art, the Museum of Modern Art or the Metropolitan Museum of Art in NYC. **Make sure you staple the ticket to the paper.** Find **five** works *from different periods* and write a paragraph on each, noting the salient aspects of style and historical importance. For analysis, note the composition and use of line, shape, color, depth, perspective, texture, form and content. **What is the content?** Give this detailed description in your own words. 3-4 pages, typed, double-spaced. There are two possibilities for this paper:
 - 1) a traditional paper
 - 2) a PowerPoint presentation, via a pen drive (flash drive), CD, or e-mail. If you choose this option, make sure that you include as much written analysis as if it was a traditional paper. You must also use proper grammar and document of any idea that is not your own, even within individual slides.
For more information on what I expect in your papers, see the PowerPoint demonstration posted on blackboard: Writing Art Papers for Professor Wadsworth

as well as the details on the Research and Analysis Paper at the end of the syllabus pp. 12-14.

5% Assessment in the final day of class. A work of art and music will be compared in contrast to the assessment in the first week of class.

15% Final project: Find a visual artist and a musician/composer and compare and contrast their work in depth. Concentrate on one or two works by each, drawing as many comparisons between their elements and how they are related in terms of style and content. Artists and composers from the same period may work the best. Make sure you do new material, new works, new ideas; do not just copy old ideas from class. These papers, if good, may be submitted for the April 2017 research conference. We will present these in the final class Wednesday May 11 as well as in the final exam block Tuesday May 17.

5% is from your class presentation and 10% is the grade on the longer project. Find a visual artist and a musician/composer and compare and contrast their work in depth.

To hand in to me: a longer PowerPoint, with three works by each artist and composer: something from an early period, from a middle period and from a final period. Keep their biographies brief but pertinent. Give me a visual and aural analysis of the art and music. How did their works develop and change? What links can you draw between the artist and the composer? What differences are there in form and content?

For the class presentation: Concentrate on one work by each, drawing as many comparisons between their elements and how they are related in terms of style and content. Artists and composers from the same period may work the best. These papers, if good, may be submitted for the April 2017 research conference.

Choose different examples from the ones we discussed in class from the PowerPoints. Choose works *after* Neoclassicism and Romanticism, beginning with Impressionism.

Extra credit: Keeping a journal in the course (see above for details), attending various Center Stage lectures, concerts, and events across campus and writing about them (see below), doing a longer analysis paper.

GRADING CRITERIA:

4.0	A	95 –100
3.7	A-	92 – 94
3.5	A-/B+	89 - 91
3.3	B+	86 – 88
3.0	B	83 – 85
2.7	B-	80 – 82
2.5	B-/C+	77 – 79

2.3	C+	74 – 76
2.0	C	71 – 73
1.7	C-	69 – 70
1.5	C-/D+	67 – 68
1.3	D+	64 – 66
1.0	D	60 – 63
0.0	F	0 – 59

4.0--Excellent work. This is work which shows a superb understanding of the styles and artists studied in class. Exams reflect a complete grasp of the identifications and the importance of the concepts in all disciplines. Papers show a visually thorough analysis of the artworks with outstanding individual insight and imagination.

3.0--Very good work. This is work that shows a very good knowledge of the concepts studied in class. Identifications are accurate, and the importance of the artwork, writings and/or musical composition is well understood. On papers, work shows a high standard of visual analysis with some individual insight.

2.0--Average work. This is work which shows a basic understanding of the difference between various periods but does not reveal the deeper understanding necessary for A and B students. Papers are adequate, but reveal fewer personal ideas and details as well as less interest and inspiration than those above.

1.0--Poor work. This reflects several missed classes and incomplete attention in class and from homework readings. Identifications are incomplete and only the rudimentary facts about each work are known. Papers are short and only discuss a few aspects of the work.

0.0--Failure. This reflects FIVE or more missed classes and inattention to details covered in class or in the readings. It also reflects a complete inability to intelligently discuss the concepts in terms of style, history or personal aesthetics. **THIS IS ALSO THE GRADE GIVEN FOR THE CLASS FOR ANY KIND OF PLAGIARISM OR CHEATING.**

PLEASE NOTE:

- Academic Honesty:** All work done in the class is to be yours and yours alone.
 - If you study with someone else, make sure you hand in different study sheets, papers and essays. (When possible, choose different subjects for your papers and essays.
 - You are not to hand in the same paper (or similar or embellished papers) for two different classes, whether completed in the same or different semesters.
 - You are not to plagiarize. **Plagiarism is the use of another author's ideas without proper citations. This includes cutting and pasting from the internet or copying from books without giving due credit for every idea that is not your own.** For more information on this, see the handout on plagiarism as well as the Bibliographic Form in the PowerPoint for writing papers for me in order to see the use of proper citations.

2. Class attendance is ESSENTIAL in this course. Failure to attend classes will adversely affect your grade, since exams are based both on the text and on class lectures.

Although it is true that all the materials, PowerPoints and quizzes, are already posted on Blackboard, **attendance is absolutely necessary** to really understand and absorb all the material, including paying attention and participating in class discussion, answering questions. This is the best way for you to truly absorb the material.

When calculating grades, attendance is a big factor that is not yet calculated into your Blackboard grade. If you have been attending class and participating, grading will be favorable. If you have been disruptive or not attending, I will decrease your grade according.

3. I pass around attendance sheets in every class. Do not sign in for any of your classmates. If the handwriting is the same for more than one student, I will count you all absent.

4. Come to class *on time*. You are responsible for all announcements relevant to papers and exams as well as all material covered throughout the class period.

5 After a grace period of one week, late exams will lost 15% of their grade. After 3 weeks, they will lose 45% of their grade.

6. Do not talk to other students during class, do not check e-mail, do not text your friends, etc. This is a basic courtesy for those in the class and for your professor; you will miss important points if you do not pay attention in class.

Leaving the Classroom: You are asked to refrain from “coming and going” from the classroom during class time. Take care of everything before and after class. Your “coming and going” constitutes a disruption to those around you. In accordance with one of the main objectives for this class, developing visual skills requires concentration. Videos and CD’s are not occasions for getting up and leaving any more than you would do during a lab experiment.

Academic Considerations

Policy on Writing

The college hopes that the student will strive towards proficiency in both oral and written communication. To that end, this course will hold students responsible for expressing themselves orally and in written communication with as much grammatical and stylistic accuracy as possible, recognizing that this course, as all others, is in place to assist in the growth and development of that ability. All written work must be typed (double-spaced), proofread, and professionally prepared. The grade will reflect the content and the quality of the written material.

Academic Integrity

Please consult the Student Conduct Code which is available online. This details issues surrounding conduct in the classroom, integrity in one’s work (issues of plagiarism etc.). You are required to abide by these guidelines and understand the probably consequences when you do not. **Copyright** laws prohibit students from reproducing copyrighted material and including it in a paper without permission of the copyright owner. See the “Student Handbook” for more details about strict adherence to the Federal Laws regarding the use of copyrighted materials.

ACADEMIC INTEGRITY POLICY (FROM THE WEBSITE:

<http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/academic-integrity/>)

“The Academic Integrity Policy is located on pages 1 to 3 of the Code of Conduct and Disciplinary Process Handbook and pages 39 and 40 of the Student Handbook.

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.), or in association with an oral presentation, declares that the work is the result of that student's own thought and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when they make use of other sources. Talking during an examination, or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also constitutes a violation of the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in courses should consult with the appropriate faculty members before presuming that a single effort will fulfill requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity.”

7. I will be happy to proof read any papers submitted to us within a reasonable amount of time prior to the due date.

8. **Extra credit projects:** To encourage attendance at lectures, concerts, art openings, etc, we will allow the following extra credit projects: For each function relating to a Humanities event (i.e. no nursing, business or other non-Humanities-related events), write a one-page summary of the event. For each A paper, you get 5 extra credit points, to be added to your lowest exam score. B = 4 points, C = 3 points, D = 2 points, F = 1 point. Maximum allowed: 5 events. See FSC web page, News & Events, Center Stage for more events.

Usually I post the entire Center Stage calendar in the syllabus, for all those events (writers talking, concerts, art openings, plays etc.) can count as extra credit. See <http://www.fitchburgstate.edu/campus-life/things-to-do/centerstage/> for awesome lectures and concerts that count as extra credit.

Each student is responsible for completing all course requirements and for keeping up with all activities of the course (whether you are present or not).

SYLLABUS: You should read the textbooks and additional handouts and readings before class. The PowerPoints can be a resource to study and contemplate after class. **I will not have time to do justice to listening to all the works in class. I will give you an introduction and as much information on form and meaning as possible in class, but it is up to you to completely listen to these works, using the PowerPoints for additional information as you listen. I may also require you to answer specific questions about this listening. Listen to the selected works via YouTube and links within the PowerPoints before class.** Weekly quizzes should be completed within one week after the material has been completed in class.

Jan. 17, 19, 24: Introduction to the class, to the elements of art and music and a short review of previous art and music history.

Readings: ***The Essential Listening to Music*** Wright preface and Chapters 1-3 pp. xvii – 46.

PowerPoints posted on Blackboard under course documents:

001 Welcome to Mozart to Modernism

002 Introduction to the elements of art and music

003 Mini-survey of art and music history

Take the Syllabus quiz, Grammar quiz and the Elements of Art quiz under Assignments before 11:55 p.m. Feb. 5.

Jan. 26, 31, Feb. 2, 7: Spirit of the Enlightenment

One day on Neoclassical Art. Three days on music.

Classical Music: Haydn, Mozart and the forms of classical music: Theme and Variations, Minuet and Trio, Rondo and Sonata Allegro Form.

Reading: Wright: Chapter 7 – 9, pp. 97 – 138 (Classical Style).

Hunter and Jacobus, *Modern Art* pp. 9-13.

PowerPoints posted on Blackboard under course documents:

04 Neoclassical Art and music and philosophy

Listening: finish the examples excerpted in class and answer questions.

Take chapter quizzes within one week of finishing the material.

Due Feb. 14: Optional: Paper on the elements of art, for those who are nervous about writing about art. Using vocabulary from the introduction to this class, write a paper analyzing one art work. If you can, analyze the art work in person at a museum. (Note: Museums are often closed on Mondays.) Or choose a work from your book or from the internet. If you choose the latter, please include an image of the piece with your paper. Choose your examples from 1750-2000 and use at least **fifteen** glossary works to describe

the form and, if possible, content of your piece (i.e. composition, line, shape, color, depth, perspective, space, texture, and content etc.). Two pages, typed, double-spaced. Please underline, *italicize* or put your words in **bold**. Do not use architecture for this first paper.

Listening Guide. Due Thursday Feb. 23. Take 3 minutes of a work by a classical or Romantic composer (Mozart, Haydn, Beethoven, Schubert, Chopin, Liszt, or Berlioz.) Write down the times on the left, the changes in the music and what elements you hear on the right. Note the main theme, bridges or changes to themes, instrumentation, rhythm, melody, dynamics, and texture as best you can. Do you hear any meaning in the work? Why did you choose this work? Please include a link and all the performance information: the title, composer, performers, conductor, etc. See the student example posted on Blackboard.

Feb. 9, 14, 16, 21: Spirit of Romanticism

Reading: *Modern Art* pp. 13-15

Wright Chapter 10 Beethoven: Bridge to Romanticism

Wright Chapter 11: Romanticism and Romantic Chamber Music

Wright Chapter 12: Romantic Orchestral Music

Music: Schubert, **Beethoven *Symphony No. 5 in C minor***,
Symphony No.9, Schubert's *Erlking*.

PowerPoints: 06 Romanticism

07 Beethoven

08 Romantic Music II Schubert Chopin

Listening: finish the examples excerpted in class and answer questions

Take chapter quizzes within one week of finishing the material.

Feb. 29, March 2: Romanticism: Heroism, Nationalism, Piano to Opera

Music: Beethoven, Chopin, Berlioz, Tchaikovsky (ballet); Smetana; (handout),
Chopin; Liszt, Verdi Wagner

Reading: Wright Chapter 13: Romantic Opera

Wright Chapter 14: Late Romantic Orchestral Music

Piero Weiss, *Music in the Western World* (readings scanned and posted on
Blackboard) pp. 323-326 Beethoven, 388-390 Smetana, pp. 397-401

Tchaikovsky, pp. 348-357 Berlioz, 401-402 Brahms, pp. 69-371 Chopin, pp.
363-369 Liszt, pp. 374-385 Wagner.

PowerPoints: 09 Romanticism III Opera, Verdi and Wagner

Listening: finish the examples excerpted in class and answer questions

Take chapter quizzes within one week of finishing the material.

First mid-term exam is due March 2: Take-home exam essays will be posted by Feb. 28 on Blackboard.

March 2: Realism

Art: Courbet, Millet, Daumier, Manet, Eakins, Tanner, Homer

Readings: Jacobus and Hunter, *Modern Art* text: pp. 15-19.

Wright Chapter 15

Music: Puccini, *La Boheme*; Bizet *Carmen*

PowerPoint: 11 Realism and Impressionism

Listening: finish the examples excerpted in class and answer questions
Take chapter quizzes within one week of finishing the material.

March 7, 9, 21, 23: Impressionism and Post-Impressionism

Art: Monet, Renoir, Degas, Cassatt, Toulouse-Lautrec, van Gogh, Gauguin, Seurat, Cezanne.

Music: Debussy, Ravel, Mahler

Reading: Jacobus and Hunter, Modern Art text: pp. 19-60

Wright Chapter 15.

Art in Theory: Gauguin, van Gogh

Weiss: Debussy

PowerPoints:

10 Realism and Impressionism

11 Debussy and Impressionist Music

12 Post-Impressionism I Seurat Cezanne

13 Post-Impressionism II Gauguin van Gogh

14 Art Nouveau and early modern sculpture

Listening: finish the examples excerpted in class and answer questions

Take chapter quizzes within one week of finishing the material.

March 28, 30, April 4, 6: Fauvism, German Expressionism and Cubism.

Art: Picasso & Cubism, futurism, Matisse & Fauvism, abstract sculpture, Kandinsky, Mondrian & non-objective art,

Music: Stravinsky and Music: Schoenberg & Second Viennese School (Webern and Berg)

Reading: Jacobus and Hunter, Modern Art text: pp. 61-80, 101-162.

On Blackboard: Carter Ratcliff's article "In Detail: Matisse's *Dance*."

Wright Chapter 15

Art in Theory pp. 214-217 Braque

Homework: finish the ppts begun in class and listen to Schoenberg's *Pierrot Lunaire* and a piano tone row piece, Stravinsky's *Rite of Spring* and *Historie du Soldat*,

PowerPoints:

15 Fauvism and German Expressionism I

16 German Expressionism and sculpture

17 Igor Stravinsky

18 Schoenberg and Berg

19 Cubism part I

20 Cubism offshoots

Listening: finish the examples excerpted in class and answer questions

Take chapter quizzes within one week of finishing the material.

Due April 13: two page paper analyzing one abstract work of Cubist or Expressionist art with works by Stravinsky or Schoenberg. How do these works break from traditional examples of Classicism and Romanticism to pioneer modernism? Analyze in terms of analogous elements.

April 11, 13: Dada, Fantastic Art and Surrealism.

Art: Surrealism & Picasso, Miro, Klee, Magritte, Dali, Kahlo
Fiero Chapter 33

Music: Bartok **Listen to *Bluebeard's Castle* for homework.**

Reading: Jacobus and Hunter, *Modern Art text*: pp. 163-195

Wright Chapter 15

Weiss, *Music in the Western World* pp. 445-450, pp. 435-438

Schoenberg

PowerPoints posted on Blackboard under course documents:

25a Sigmund Freud

26 Dada and Surrealism

26a Bela Bartok

Listening: finish the examples excerpted in class and answer questions

Take chapter quizzes within one week of finishing the material.

April 18, 20: American Modernism, Aaron Copland and Charles Ives; Russia and Shostakovich

Art: O'Keeffe, Dove, Hartley, Marin, Hopper, Rivera, Kahlo

Music: Ives, Copland, Chance & Cage, Cunningham, Shostakovich

Reading:

Jacobus and Hunter, *Modern Art text*: pp. 247 – 264.

Wright Chapter 16

Weiss, *Music in the Western World* pp. 423-426 Ives, pp. 522-525

Cage

PowerPoints:

27 American Modernism I

28 American Modernism II

29 Aaron Copland

30 Early Jazz in American

30b Shostakovich

Listening: finish the examples excerpted in class and answer questions

Take chapter quizzes within one week of finishing the material.

April 25, 27, May 2: Abstract Expressionism and Jazz.

Art: De Kooning, Kline, Pollock, Rothko,

Music: Coltrane, Handy, Smith, Hardin, Joplin, Armstrong, Davis, Parker, "Count," "Duke," "Dizzie," Marsalis, rock, and Dunham)

Reading: Jacobus and Hunter, *Modern Art text*: pp. 265-284.

Wright chapter 16.

<http://www.independent.co.uk/news/world/modern-art-was-cia-weapon-1578808.html>

PowerPoints posted on Blackboard under course documents:

33 Part I Abstract Expressionism

34 Part II Abstract Expressionism

35 Part III Abstract Expressionist sculpture

37 John Coltrane

Listening: finish the examples excerpted in class and answer questions

Take chapter quizzes within one week of finishing the material.

May 2: Museum and Concert Response papers due. Using your notes from our MFA and BSO visit April 3, write up your reactions to the changes in **five** art styles from Neoclassicism to Abstract Expressionism and your response to one work in the BSO concert. Please review pages the end of this syllabus for more details on what I expect on the paper.

May 7, 9: Minimalism and John Cage; Earthworks, Philip Glass, Steve Reich music for 18 musicians.

Art: Pop and Minimal artists

Reading: Jacobus and Hunter, Modern Art text: chapter 19 in part

Music: end of Wright chapter 16.

PowerPoints: 38 Pop Minimal Color Field Earthworks

39 Minimalism Color Field

41 Earthworks, Politics, Tilted Arc

Listening: finish the examples excerpted in class and answer questions

May 11: final projects part I....assessments and evaluations

Exam period: Final project II: on artist and musician presented during class May 11 and during the final exam period. You are **required** to attend the final exam period whether or not you have already presented your final project.

Disability services are available to students; let me know as soon as possible what accommodations need to be made for you.

This syllabus is subject to change.

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Creative Thoughts

To keep young, every day read a poem, hear a choice piece of music, view a fine painting, and, if possible, do a good action. Man's highest merit always is, as much as possible, to rule external circumstances, and as little as possible to let himself be ruled by them.

Johann Wolfgang von Goethe

Art precedes philosophy and even science. People must have noticed things and interested themselves in them before they begin to debate upon their causes or influence.

Robert Louis Stevenson

A man who has a taste in music, painting, or sculpture is like one that has another sense when compared with such as have no relish of those arts.

Addison

Obviously no animal would be capable of admiring such scenes as the heavens at night, a beautiful landscape, or refined music; but such tastes are acquired through culture; they are not enjoyed by barbarians or by uneducated persons.

Charles Darwin

The man that hath no music in himself,
Nor is not moved with concord of sweet sounds

Is fit for treasons, stratagems, and spoils
The Motions of his spirit are dull as night
And his affections dark as Erebus:
let no such man be trusted.
Shakespeare, "Merchant of Venice"

...a property of all good arts is to draw the mind away from the vices and direct it to better things...
Copernicus

Art is an innate drive and uses the human being as its instrument... the artist does not seek his own end but allows art to realize its purposes through him.
Carl Jung

Music is the universal language of mankind.
Henry Wadsworth Longfellow

Harmony is meant to correct any discord which may have arisen in the courses of the soul, and to be our ally in bringing her harmony and agreement with herself.
Plato

Art is not an end in itself; but a means of addressing humanity.
Mussorgsky

Guidelines: Museum Response Paper Assignment:

Go to a museum in person. Suggested museums include the Worcester Museum; Boston Museum of Fine Arts; New York's Metropolitan Museum of Art, Museum of Modern Art or Whitney Museum and/or Hartford's Wadsworth Atheneum. In Williamstown, MA, the Sterling and Frances Clark Art Institute is one of the best New England museums. The Currier in Manchester, NH is also a fine museum. **Make sure you staple the ticket to the paper.**

Find **five** works *from different periods and/or countries*. Write a paragraph on each, noting the salient aspects of style and historical importance. For analysis, note the composition and use of line, shape, color, depth, perspective, dynamics, texture, and form. **What is the content?** Give this detailed description in your own words. 3-4 pages, typed, double-spaced.

For more information, see the PowerPoint demonstration posted on blackboard: Writing Art Papers for Professor Wadsworth. You could choose to do two works of architecture instead of art. Six or more pages, typed, double-spaced or 20-30 PowerPoint slides. (For **extra credit**: Compare and contrast works by three different artists, not all from the same period, and extend the paper to 9 pages to 40-50 or more PowerPoint slides. This extra credit paper will replace several of your lowest quiz grades in the course, so a mediocre paper will not help much.)

Format:

1. You have a choice of two formats for this paper:
 - a) a traditional paper
 - b) a PowerPoint presentation, sent to me via e-mail or flash/pen/thumb drive to the FSC address. If you choose this option, make sure that you include as much written analysis as if it was a traditional paper. You must also use proper grammar and document of any idea that is not your own, even within individual slides. The advantage to this option is that you can include a great amount of images which you can analyze on that same slide or subsequent slides.
2. Title page with name, date, class time and assignment, etc.
3. Introductory paragraph including information on the art work you are analyzing, when it was created and by whom, which museum you visited and when, the period and style of the works, etc.
4. Paper must be 5-6 pages long, typed, double-spaced with a one inch margin on all sides and type of 10-12 point. Make sure your pages are numbered. (Use Word, insert., for page numbers)
5. Paper must include a bibliography of 4-5 sources, only a few of which may be from the internet (although the literature search for sources can be done on the internet). Use books from the library or scholarly articles if at all possible. The paper should be properly footnoted with any ideas that are not those of the student properly marked and put into parentheses if the quote is taken word for word. **(I will give a 0.0 for any paper that is plagiarized. This will probably cause you to flunk the course.)**
6. Art works from the class texts are not allowed; nor are examples allowed which have been discussed in depth in class before your paper's due date.

Analysis Section:

1. Please include a visual image of the works you choose. You can add this at the end of the paper or PowerPoint or include it (or other images) within the paper itself.
2. This section should be composed of mostly your own ideas, but do be careful to footnote any ideas that you have drawn from others.
3. Discuss how these works fit into the oeuvre of the artist.
 - a. Analyze the composition of both works **in detail**. Where are the shapes and why are they in those places? Then discuss exactly what you see in terms of line, shape, color, depth and perspective (or lack thereof due to abstraction), texture, form and content etc.). Give this detailed description in your own words. Get someone else to read the paper and see if they can visualize the works. If they cannot, then rewrite it with more details.

b. Discuss the meaning inherent in the pieces. What forms from past works of art are used to enhance that content? Do research, if necessary, to understand the mythological or religious subjects. See bibliography.

c. Note influences from past styles evident in the works. How do these works differ from those past works that may have inspired them? Are they more or less successful? Why or why not?

d. Finally, note what parallels you can see between the elements and the meaning of the two pieces you have chosen. Can you make any conclusions about the compositions and their creators and the succinct elements of their styles and how they may or may not correspond?

4. Give a conclusion summing up your main points in regard to your works and their creators.

Grading:

1. I will review first drafts until ten days before the due date. If I have reviewed your paper, please hand in **both** the rough draft and the final version on the due date.

2. For **extra credit**: Compare and contrast three works, not all from the same period, and extend the paper to 7-8 pages. You may do two musical examples and one from art or vice versa. This extra credit paper will replace the lowest mid-term grade in the course, so a mediocre paper will not help much.)

HON1020: Current Events and Service Learning
Spring 2019 – Marr
Course Syllabus

Instructor: Christa Marr

Office: Miller Hall 309

Lecture: TR 2:00-3:15 PERC212

E-Mail: cmarr2@fitchburgstate.edu

Phone: (978) 665-3281

Office Hours: TR 11-12:30

I. **Catalog Description:** *Honors students (formerly the Leadership Academy) students will be introduced to key selected current issues and use these as a platform for service learning. The course combines analysis of political and social issues with practice in the form of service learning oriented toward these issues.*

II. **Course Description:** Welcome to HON1020: Current Events and Service Learning! This course combines learning objectives with community service and/or engagement in order to provide a hands-on progressive learning experience with an intention of benefitting and building community.

This semester we will focus on building community between the university and city by creating a placemaking event. According to Wyckoff (2013), “...**placemaking is the process of creating quality places that people want to live, work, and learn in.**” This process can be implemented through projects and activities. We will work to plan, design, and manage a placemaking event that capitalizes on the mutual interests and strengths of the Fitchburg community- inclusive of university and city residents alike.

In order to put on this event, we will rely on community and university partners and collaborators to help us assess the needs and wants of the greater Fitchburg community. In the end, we will create an event that is committed to building community and collaboration between the university and the city in downtown Fitchburg.

III. **Course Objective:** To create a placemaking event that is mindful of the needs and desires of the existing community while supporting urban and economic revitalization efforts in Fitchburg.

IV. **Learning Objectives:**

1. Create awareness of and involvement in the Fitchburg community.
2. Apply broader concepts of industrial history, urban revitalization, the creative economy, and college towns into a community-based placemaking event.
3. Collect, refine, and analyze qualitative data to inform action.
4. Demonstrate the ability to partner and collaborate with the community including city and university offices, organizations, and residents.
5. Reflect on our role in the community as citizens as well as the role of community in urban and economic revitalization.

V. **Course Materials:** There is no required textbook for this course. All readings and course materials are/will be posted on our Blackboard course website.

VI. Assessment:

- Case Study (10%)

- You will write a case study to exemplify a successful placemaking event. Identify resources that made this project successful. What would work in Fitchburg? What would not? Why? Rubric to follow.
 - Grade 0-100
 - **Learning Objective 2, 5**
- **Placemaking Event Plan (10%)**
 - You will create a Placemaking Event Plan. In this plan, you will outline what type of event would best serve our community, detail why this event is chosen, and explain what resources are needed to execute the plan. You must cite at least one reference to support the validity of this type of event. Rubric and template to follow.
 - Grade 0-100
 - **Learning Objective 1, 2, 3, 4, 5**
- **Focus Group (20%)**
 - This multipart assignment will include **generating questions** and an accompanying script for the focus group, **holding focus group interviews**, and analyzing the results in a **summary report**. Rubric and template to follow.
 - Question and Interview Grade Pass/Fail; Summary Report 0-100
 - **Learning Objective 3**
- **Placemaking Event Planning Group (By Election) (20%)**
 - You will self-select into placemaking event planning groups that will dictate your work in planning the placemaking event. Some of these groups may include a budget group, a marketing group, a permits group, a design group, etc. We will collectively determine the assignments and all work will be delegated within the group. You will be grading based on completion of the work as observed by the instructor through submissions and as reported by your fellow group members.
 - Grade 0-100
 - **Learning Objective 1, 2, 4**
- **Reflection Essay (30%)**
 - At the end of the semester, you will write a Reflection Essay based on your experience in this class. While a rubric will follow, you are encouraged to draw upon your journal entries to exemplify the successes (and failures) of the placemaking event as well as the course reading to position the significance of the event in community building and revitalization efforts. Further, you will use this essay to recommend planning decision for a future placemaking event.
 - Grade 0-100
 - **Learning Objective 1, 2, 3, 4, 5**
- **Reflective Journal and Discussion Questions (10%)**
 - You will keep a reflective journal to . Some entries will be guided by prompts, but you are encouraged to make entries to record quotes, reactions, and observations to our

field trips, guest speakers, readings, and interactions with the community as dictated by group work. You will also write and/or answer discussion questions in your journal based on a (collection of) reading(s) to help us discuss the meaning of the reading into the broader framework of the course module as well as the course objective.

- Grade Pass/Fail
- **Learning Objective 1, 2, 5**

VII. Grades:

4.0	A	95-100
3.7	A-	92-94
3.5	A/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B/C+	77-79
2.3	C+	74-76
2.0	C	71-73
1.7	C-	69-70
1.5	C/D+	67-68
1.3	D+	64-66
1.0	D	60-63
0.0	F	0-59
IN	Incomplete	
IP	In Progress	
W	Withdrawn	
AU	Audit	
S	Satisfactory	
U	Unsatisfactory	

VIII. Classroom & Out-of-Classroom Policies

1. **Attendance** is extremely important. We will be conducting a service learning project off site and discussing readings in class that motivate paper topics. You are expected to arrive on time and stay for the full duration of class. You may be excused if you have a school-sponsored event to attend or a doctor's appointment and have a note to verify that.

2. **Respect for the learning environment.** Please refrain from using cell phones or having side conversations during this class. These behaviors are distracting to your classmates (and to me and our guests) so let us commit to the content of this course for our 75 minutes together twice weekly. Please turn off cell phones and end personal conversations as class commences.
3. **Participation** is required. It is not only a graded component but also a vital part of this course. This course is strongly rooted in critical discussion so you will be called upon to share your reaction to readings and how they relate to the current topic.
4. **Assignments are due at the beginning of the class in which they are due.** You may turn in a hard copy upon arrival or upload an electronic copy onto Blackboard by 9:30 AM of the due date. You are also expected to have done the readings prior to the class in which they are discussed.
5. **Represent the university.** We will engage in a service learning project off-site as representatives of FSU. On days where we meet off site, show up off site and dressed appropriately for the task at hand. Understand your role in the project and act responsibly. Further, welcome guests into the classroom by giving your undivided attention.

IX. Academic Honor Code

Academic integrity is central to the mission of educational excellence at Fitchburg State University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person--be it a world-class philosopher or your lab partner--without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student.

X. Disability Services and Accommodations

Fitchburg State University encourages the full participation of individuals with disabilities in all aspects of campus living and learning. To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.).

If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise.

If you require academic accommodations but do not have an Accommodation Agreement, more information, or to schedule an appointment, please call 978.665.4020. Disability Services is located in the Academic Support Center on the third floor of the Hammond building via the Library Entrance.

XI. Course Schedule

Disclaimer: This is a tentative schedule and subject to change. We are highly dependent on the contribution of external actors so I ask for your patience and attention as these changes are likely to occur.

Day	Date	Topic	Reading	Assignment Due
Tuesday	22-Jan	Distribute and Review Syllabus, Recap SP18 Course	.	.
Thursday	24-Jan	Explore Survey Results, Perception versus Reality using Fitchburg City Data, Introduction to Placemaking Events	SP18 Surveys (Electronic and Listening Project); "The Four Types of Placemaking" from Michigan State University's College of Agriculture and Natural Resources	
Tuesday	29-Jan	Share Survey Result Takeaways and Begin Exploring Fitchburg's Industrial Past	SP18 Surveys and "By the Will of the People," from <u>City on a River</u>	Reflective Journal Entry: Write 3-5 takeaways from surveys- (1) Identify issue or opportunity, (2) cite evidence from survey (quotes, statistics) (3) propose next step (i.e. resolution to issues or way to seize opportunity) and (4) identify resources required to take next step
Thursday	31-Jan	Unpacking Fitchburg History with Guest Speaker- Tricia Pistone, Vice President Montachusett Opportunity Council	"Fitchburg Industrial History" from The Sentinel, "GE Plant to Close Plant 600 will Lose Job at Fitchburg Site" from SouthCoast Today, "The Price of Progress" from <u>Worcester Business Journal</u>	
Tuesday	5-Feb	Urban Revitalization and Placemaking with Joe Ferguson, Director / VP Finance & Administration and Francisco Torres, Transformative Development Initiative Fellow MassDevelopment	"Transforming local economic development in Massachusetts' older industrial cities" by Anne Gatling Haynes from Brookings Institution	Reflective Journal Entry on Tricia Pistone Visit-Fitchburg History Then and Now

Thursday	7-Feb	Road Trip Introduction to Urban Revitalization and Gateway Cities		
Tuesday	12-Feb	Discussion of Readings- Urban Revitalization	"Building Vibrancy Creative Placemaking Strategies for Gateway City Growth and Renewal" by B. Forman and T. Creighton (MassINC)	Discussion Questions and Reflective Journal Entry on Tricia Pistone Visit
Thursday	14-Feb	Ongoing Revitalization Efforts in Fitchburg with Guest Speaker Matt Fournier, President Elite Construction and Design, Inc.		Prepare Questions for Speaker
Tuesday	19-Feb	Introducing the Creative Economy and Placemaking Examples Utilizing Creative Economy	Chapter from "The Creative Economy: How People Make Money from Ideas" by John Howkins and Chapter from "Who's Your City?" by Richard Florida	Reflection Journal Entry on Matt Fournier Visit
Thursday	21-Feb	Local Creative Economy Field Trip to Fitchburg Art Museum Visit		Case Study: Exemplify a successful placemaking event. Identify resources that made this project successful. What would work in Fitchburg? What would not? Why?
Tuesday	26-Feb	Discussion of Readings- Creative Economy and Placemaking Brainstorm	"Capital and Collaboration," The Federal Reserve Bank of Boston	Discussion Questions and Reflective Journal Entry on FAM Visit
Thursday	28-Feb	Placemaking Event Planning and Group Assignments (Budget, Permits, Marketing, Volunteer, Setup/Cleanup, etc)	Selection from "Rethinking the Creative City" by R. Comuniam	

Tuesday	5-Mar	The Creative Economy Meets the College Town- Building a Community	Chapter from "The American College Town" by B. Gumprecht	Placemaking Marketing Campaign Materials
Thursday	7-Mar	Placemaking Check-In and Event Planning for the College Population		Discussion Questions
Tuesday	12-Mar	Spring Break		
Thursday	14-Mar			
Tuesday	19-Mar	Introduction to Qualitative Data- What is It and How Do We Use It?	"Introduction to Qualitative Methods" by B. Young and D. Hren	Create a Placemaking Event Plan. Outline what type of event would best serve our community, detail why this event is chosen, and explain what resources are needed to execute the plan
Thursday	21-Mar	Focus Group and Assessment (Guest Speaker Merri Incetti)		
Tuesday	26-Mar	Informing Placemaking Event with Data and Securing Participation in Focus Groups	"Focus Group Toolkit" from University of Texas at Austin	
Thursday	28-Mar	Formulating Questions for the Focus Group	"Designing and Conducting Focus Group Interviews" by R. Krueger	Write 5 Questions and Answers for Focus Group Focusing on Fitchburg as a College Town
Tuesday	2-Apr	Refining Script for the Focus Group and Placemaking Event Check-In		Edit Script
Thursday	4-Apr	Focus Group (Event)		Compile Data from Focus Group
Tuesday	9-Apr	Focus Group (Event) OR Analyzing Results and Placemaking Event Check-In		Reflective Journal Entry on Focus Group
Thursday	11-Apr	Analyzing Results from Focus Group		Summary Report on Focus Group Results (Individual)

honors 1700: honors applied statistics (3 credits)

spring 2019

jenn berg

Tuesday	16-Apr	Field Trip to Event Site		
Thursday	18-Apr	Undergraduate Research Conference		
Tuesday	23-Apr	Follow-Up Placemaking Marketing Campaign (Community and University) and Placemaking Check-In		Reflective Field
Thursday	25-Apr	Community Effect- Framing the Intent of Placemaking Events	TBD	Reflective Placemaking Gro
Tuesday	30-Apr	Using Focus Group Data to Strengthen our Event and Placemaking Check-In		Discussi
Thursday	2-May	Placemaking Event Preparation (Tentative)		
Tuesday	7-May			
Thursday	9-May			
?	?		Placemaking Event	

office:	301 A edgerly hall
lecture:	12:30-1:45pm monday and wednesday in Percival 204
office hours:	monday 10-11 and 2-3 tuesday 1-2pm wednesday 10-11 thursday 1-2 friday 10-11
email:	jberg5 @ fitchburgstate.edu
office phone:	665-3787
course web-page:	Blackboard
text:	Introductory Statistics (that is a link) Barbara Illowsky & Susan Dean, openstax note: if you prefer you may purchase a physical copy of the text, however there is both an online version of the text, and the pdf is available for download
online homework	xyzHomework (that is a link) access (for course number 18504)
calculators and other supplies:	a calculator will be handy (scientific will suffice) a computer that can run some sort of statistical program (Excel, Google Sheets, or Numbers) is required

official course description: “This course develops student skills in communication about and analysis of situations that can be described statistically. Foundational quantitative methods are introduced, developed, and applied to current social, political, and scientific contexts. Communication will include appropriate verbal, graphical, and numerical descriptions and analysis will focus on current best-practices in quantitative research. Statistical software will be used for computations.”

grading [†] your grade in the course will be based on your work on the following activities in the given proportions. details about these activities are given separately.

participation	15%
homework	15%
quizzes	15%
project on understanding statistics in media	10%
gummy bear project	25%
final exam *	20%
date & time:	tue. may 14 2:30-4:30pm

[†] i will not allow your course grade to not reflect your demonstrated competence with the course goals.

* conflicts in your final schedule need to be brought to my attention no later than march 9.

course goals:

- read statistical communication
 - when data is described numerically (descriptions of center, spread, or prediction)
 - when data is described graphically (infer center, spread, prediction)
 - when information is described by a mathematical formula
 - when information is described verbally
- create statistical information
 - creating numerical descriptions (of likelihood, center, spread, or prediction)
 - creating graphical descriptions (appropriate for data type and thesis)
 - creating verbal descriptions (use your words ;)
- synthesize the above skills in order to use statistical data sets to describe a situation, and support a claim about the situation.
- particular concepts include: common statistical vocabulary, measures of central tendency, measures of variation, p -values, confidence intervals, regression, t -tests, probability, pattern description.
- increase comfort and facility with summarizing information with incomplete understanding and using that as the basis for asking questions.

in addition,

- recognize the power of math as an essential analytical tool to understand the world and their own power as active citizens in building a democratic, equitable society.
- become more motivated to understand and learn math while deepening their understanding of the interplay of social and economic issues i.e., crime, victimization, political access, wealth, education, health, gender, and race on local and global scales.
- have the ability to seek, engage, and be informed by multiple perspectives
- have the ability to use critical inquiry and quantitative reasoning to identify a problem, research solutions, analyze results, evaluate choices, and make decisions.

course activities and policies:**participation:**

our shared time (class time) will often consist of active learning structured by activities i design which will be supported by your preparation outside of class. you'll work in small groups and you should be prepared out of respect for your peers. preparation work will require reading the text and/or watching videos on content we'll discuss in class. your participation score for the class will be based off of turning in prep work at the beginning of class and turning in exit ticket work at the end of class.

(important note: this work will be marked for evidence of effort and not correctness. so, if your answers are incorrect, but it is clear you prepared your responses before class you'll get credit. if you are writing down your responses in the the first few minutes of class you may not.)

a third component of your participation grade will involve stopping by my office at least once every two weeks. these meetings are important as they provide an opportunity for me to give you individualized feedback and check in on your progress in the course.

points for participation are 1 or 0.

homework:

most of your daily homework will be done online (i reserve the right to ask for some non-online homework). daily homework is assigned to assist you in learning the material and hence i set up the system to allow repeat attempts for each assignment. homework scores will be 0, 5, 6, 7, 8, 9, 10 (0 meaning not done, the higher points will be rounded versions from your homework percentages (but this i mean if you earn a 71.39 % on a homework set your grade will be a 7 (from 10 possible))).

since the work in the course is cumulative, competency on material as it is presented is important. homework sets submitted late can still contribute to your overall course grade, however there will be a 1 point deduction for each week of lateness on submission of the homework.

homework scores will be 0, 5, 6, 7, 8, 9, 10

quizzes:

while concept understanding will be developed with out-of-class preparation, in-class activities, and online homework, i will assess your progress on course goals via quizzes. quizzes will typically take place on wednesdays at the end of class; the topics that will be covered on the quiz will be announced on monday. students who show inadequate understanding of material will be given opportunities to improve as often as required or practicable. quiz problems will be graded on an EMRN scale (more on this later). for the sake of translating between the individual item assessment to a numerical score E represents a 10, M represents a 7, R (un-addressed through redos) represents a 5, and N (again, un-addressed through redos) will represent a 0.

quiz scores will be between 0 and 10 (out of 10)

course activities and policies: (continued)

projects:

your chance to show off that you've understood the statistical concepts will be assessed through two written projects. the gummy bear project will have parts that are due throughout the semester and it is designed to be a project that will reflect **all** the course goals i've established for the course. the statistics in media project will engage you in the ways that statistics is used in the media (multiple different formats).

i have a large portion of your grade based off of projects, since i think this sort of work is the type you are most likely to do in future classes and your career (that is, you'll have time to complete the project, and can get feedback from me on how to improve). here is a table that explains what learning outcomes are associated with each project:

understanding statistics in media	comprehension of statistics when heard comprehension of statistics when read comparing media and academic representations of statistics synthesizing statistical information from multiple sources
gummy bear project	collect, report, data from an experiment engage in exploratory data analysis summarize data to support a claim discuss limitations of inferences

projects will be graded on the EMRN scale. in order to be allowed resubmissions for a higher grade students must submit work that earns at least an R by the stated deadline. for the sake of translating between the individual project-part assessment to a numerical score E represents a 10, M represents a 7, R (un-addressed through redos) represents a 5, and N (again, un-addressed through redos) will represent a 0.

details about the projects can be found under the project tab of the course's blackboard page.

project part grades will be between 0 and 10 out of ten points.

final:

given that this course is often a pre-requisite for future courses in your career i will assess whether you have retained the knowledge throughout the term (hopefully gaining a deeper understanding as you have synthesized knowledge and skills) with a cumulative final. this will take place during finals week (**tuesday may 14 8-10am**). in early may i will discuss the details of the final with the class so that you can feel confident in how to prepare for this important exam.

each question on the final will be graded using the EMRN scale. for the sake of translating between the individual item assessment to a numerical score E represents a 10, M represents a 7, R represents a 5, and N will represent a 0. note that due to the timing of the final exam, redos on final exam questions will not be possible.

the final score will be between a 0 and 10 out of 10 points.

office hours: my office hours are scheduled so that you may ask questions about any aspect of the course. you may also communicate via email and or phone. you do not need to make an appointment for these regularly scheduled office hours you need only drop by. i am happy to accommodate appointments outside of my regularly scheduled office hours. when you email me to set up an appointment please include a few times when you would be available to meet (this is a good professional habit to practice).

see participation section for a note on the **required** office hours that contribute to the participation portion of your grade.

getting help: you have three sources of help with this course. firstly, you have your peers in the class. i highly recommend that in the first few meetings of the lecture or lab you form a study group of people with whom you can meet on a regular basis to work on the course materials. secondly, you have me, the instructor. i am available in office hours, through e-mail, and for appointments set up outside of office hours. thirdly, there is a Math Center on the third floor of the Hammond building where you can get free tutoring. see their website (that is a link) for their hours and contact information.

no one goes hungry food insecurity is a growing issue that affects student learning. access to nutritious food is incredibly vital. the Falcon Bazaar, located in Hammond G 15, is stocked with food, basic necessities, and can provide meal swipes to support all Fitchburg State students experiencing food insecurity for a day or a semester. the university continues to partner with Our Father's House to support student needs and access to food and services. i want you to know this in case you or a peer is in need of this support.

non-academic help as a student you may experience a range of issues that can cause barriers to learning, such as anxiety, difficulty concentrating, lack of motivation, depression, alcohol/drug problems, and strained relationships. such stressors or mental health concerns may affect academic performance or ability to participate in daily activities. if you or someone you know is feeling overwhelmed, depressed, and/or in need of support, fitchburg states counseling services (that's a link) , located in hammond 317 (978.665.3152; M-F 8:30-5), provides free, confidential services to students.

academic integrity policy: i will adhere to the university's academic integrity policy (that is a link to the university's catalog). you should also know that cheating makes me grumpy.

disability services: students with any sort of disability should let me know early in the semester to that accommodations can be arranged. for more information on the disability provided by the college see their website (that is a link).

EMRN scale

E	Exemplary	This work exceeds the expectations of the assignment. The communication is clear and the work is free of errors. This could be used a classroom example.
M	Meets Expectations	Understanding of the standard is evident. Revision or expansion would lead to improved communication of the ideas, but no significant errors or gaps are present. No further instruction is required.
R	Requires Revision	Partial understanding is evident, but significant gap(s) remain. Potential gaps might relate to communication of reasoning, significant error related to topic, or inability to solve problem completely.
N	Not Assessable	Not enough information is present to determine whether there is understanding of the standard. The work contains too many significant errors or omissions to correct each one.

most things that are graded using the EMRN will also present the option for re-dos. that is, you will be able to retry (either the project or a similar question) in order to earn a higher grade. to take advantage of these redo's you'll have to set up a time with me to discuss or complete the redo. below are a few guidelines for you to follow regarding redos.

- when possible, redos should occur at our bi-weekly meetings in office hours
- you need to let me know, at least 24 hours before the meeting what items you would like to redo
- you need to let me know, at least 24 hours before the meeting what you've done to prepare for the redo
- quiz problem redos: the first redo needs to take place within two weeks of when the quiz was given
- project redos: you need to submit something that earns at least an R by the deadline in order to be allowed a redo. when asking for a redo you must develop **a timeline** for the redo that includes at least **two** meetings to check in with me on progress and a deadline by which you will have the redo to me.

expectations of out of class time

as you may know by now in your college career, each credit hour you earn requires 2 hours outside-class work (it is strange, but it is federally monitored in association with things like financial aid). that means for this class you will need to plan on a total of 9 hours (the 3 hours we meet and the 6 hours of out-of-class work). below you can see my estimate of where that time will be spent (in weekly chunks)

number of hours	activity
1 hour	online homework
1.5 hours	summarizing material you learned in the most-recent class meeting
1.5 hours	preparing for the next class meeting
2 hours	working on projects

please use this information to make your weekly agenda.

first assignment

this course will require you to have some familiarity with some of the instructional technology tools we use at fitchburg state. some of you have used them before, others have not. to attempt to work out the kinks **early** in the semester and to get notice from you that you've read and made sense of this syllabus you need to do **all** of the following. your completion of these tasks will earn you a 10/10 on your homework 0 (mathematicians love to start counting at zero ...)

if you have questions on this - or anything else throughout the term - please email me, ask me after class, ask me in class, or stop by my office to ask

- complete the assignment found under the "project" tab in the blackboard page called "homework zero" note, that to complete the "homework zero" blackboard **quiz** you will have to have gotten feedback on this "homework zero" **project**. that is why the due date for the project is saturday, 27 january at 5pm. check blackboard on or after sunday the 28th for feedback.
- set up your account on xyz homework. you can find instructions on how to do this at the website xyzhomework.com (course number 18504).
- make your first office hour appointment with me using SSC system. you will get an email from me with a link to follow to make this appointment. this will be how you make office hour appointments with me throughout the term. you are always welcome to drop by office hours, but for your required bi-weekly meeting please use this system.
- complete the quiz found under the "prep work" tab in blackboard called "homework zero" this will be due by 1 pm tuesday 29 january. (note: prep work will typically be due at this time, that is 1pm on the day before we next meet). you won't be able to complete this quiz until sunday 28 january since one of the questions will refer to your feedback on project "homework zero".
- send jenn an email to her fitchburgstate.edu address. the subject line should be " *your name* math 1700, section 5, homework zero email". the email should include a selfie of you with someone at the tutoring center. (i'll consider bonus points if you can get a selfie with the director of tutoring services). a good practice in emailing professionals is to include a salutation (e.g., "hi jenn!"), the body of the email (for this one please let me know if you're able to make the office hours i've listed, if not, suggest some other times you might be free during a typical week), and a sign-off (e.g., "cheers! *your name*")
- at the first class meeting jenn'll hand out a prep-work for our second meeting (it will also be up on the Blackboard page under the tab "class meeting archives" tab). answer the questions on this page and bring it to class on monday 28 jan (or the next time the class meets).

HIST / HON 2225: Honors Seminar in History
W F 2:00pm-3:15pm Edgerly Hall 206

Instructor: Dr. Joseph Wachtel
Office Hours: by appointment
Campus Office: Miller 302A

Phone:978-665-3085
Email: jwachtel@fitchburgstate.edu

NOTE: IF YOU FIND INCONSISTENCIES WITH THE DUE DATES ON BLACKBOARD, ALWAYS FOLLOW THE DUE DATE LISTED ON THIS SYLLABUS.

Course Description

In this course, we will understand the historical context for our present-day Constitutional system by analyzing the causes of the American Revolution, the outcomes that led to the Constitutional Convention, and how 18th century Americans applied a longer tradition of political philosophy to the debates that culminated in the ratification of the Constitution. In doing so we will analyze the political *texts*, learn about how the American population responded to political debates, and finally re-enact the Convention with each student taking on the role of one of its participants.

Goals:

1. Understand the historical context for our present-day Constitutional system by analyzing the causes of the American Revolution, the outcomes that led to the Constitutional Convention, and how 18th century Americans applied a longer tradition of political philosophy to the debates that culminated in the ratification of the Constitution.
2. Reading advanced texts: Using context to understand primary sources from the point of view of the author
3. Link present and future to a broader trajectory of the human experience in order to use guidance from the past to approach contemporary moral and political decision making

ASSIGNMENTS:

Grading: In order to receive credit for HIST 3006, students must complete all readings, written assignments, timed essays, and actively participate in all discussions.

Accurate and Engaged Contribution to the Convention	20%
Papers and speeches written / given at the Convention	30%
In-class final essay on <i>Ratification</i>	20%
Primary Source Analysis Paper / Leadership	20%
Participation	10%
Total	100%

Readings:

Coby, Patrick. *The Constitutional Convention of 1787*
Maier, Pauline. *Ratification: The People Debate the Constitution*

Primary Source Paper

For each primary source we read in the first half of the class, one or two of you will be responsible for leading class discussion (along with me). You should be prepared to teach the document, but also assume that your classmates have *read* the document-you can ask questions as a guided discussion.

You will also write a 2-3 page paper relating the document to **one** of the "issues for debate" from Coby's *The Constitutional Convention of 1787* (pp. 152 -155).

Reacting to the Past: The Constitutional Convention of 1787

Half of the class is a role-playing simulation game in which we will re-enact the Constitutional Convention, with each student representing a different Founding Father. You will be graded on the papers and speeches you write / deliver as well as on your general contributions to debate. For more information, see the appropriate sections of Coby, *The Constitutional Convention of 1787*.

Final Paper

Throughout the semester, as we debate the Constitution from the point of view of the founders, you will also be reading about what *the American people* thought about these debates in Pauline Maier's *Ratification*. You will write a final in-class essay tying the major themes of the course to the book.

COURSE POLICIES:

Attendance: I take attendance seriously. You cannot succeed if you are not in class. You may miss **two** classes without a penalty to your grade. After two misses, I will drop your final grade by 1/3 for every additional class missed. Be warned, if you skip two classes and later need to miss class for a legitimate reason, it will **not** increase the attendance cap for you. For extenuating circumstances requiring you to miss classes above the cap, please contact the office of student affairs so that I am aware of the situation. **You must be present to contribute to the Constitutional Convention simulation-by design, it cannot be made up later.**

Academic Dishonesty: I will prosecute all forms of Academic Dishonesty via the Office of Student Conduct to the fullest extent.

From <http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conductmediation-education/academic-integrity/>:

"Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.) or in association with an oral

presentation, declares that the work is the result of that student's own thought and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when they make use of other sources. Talking during an examination, or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also constitutes a violation of the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in courses should consult with the appropriate faculty members before presuming that a single effort will fulfill requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity."

Please see the Code of Conduct and Disciplinary Process Handbook pg. 1 - 3 and the Student Handbook page 39-40 for more information.

Respect: Please be respectful of others. Most of the ideas that we will discuss have no exact answers, and a hostile discussion environment will discourage thoughtful debate.

E-Mail: I encourage you to contact me via email. On weekdays, I will check my email on a regular basis, but *don't wait until the last minute*. If you email me without notice the night before an exam or due date, I probably won't be able to get back to you in time.

Technical Difficulties: This is an online class and it is imperative that the course function for you at all times. I am not a technical support hotline-if something isn't working, I probably don't know how to fix it. It is the sole responsibility of the student to contact the Blackboard help line at (978) 665-4500 to resolve technical difficulties.

Students with Disabilities: To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise.

If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call 978.665.4020. Disability Services is located in the Academic Support Center on the third floor of the Hammond building via the Library Entrance.

ASSESSMENT AND GRADING:

All of my assessment materials draw on standards developed by faculty at Fitchburg State University. You can find these standards at:

http://catalog.fitchburgstate.edu/content.php?catoid=13&navoid=851#Grading_Policy [grading policy]
<http://www.fitchburgstate.edu/academics/liberal-arts-sciences-program/liberal-arts-sciences-rubrics/>

Grades are awarded on a numerical scale as follows:

4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
1.7	C-	69-70
1.5	C-/D+	67-68
1.3	D+	64-66
1.0	D	60-63
0.0	F	0-59

SCHEDULE OF TOPICS AND ASSIGNMENTS:

All students **must** be officially enrolled in the course by Monday, January 29. Enrolling officially and on time is solely the responsibility of each student. **Note:** The Instructor reserves the right to alter this syllabus if necessary and will make students aware of any changes in advance.

Note: During weeks 1-7, my lectures will accompany discussion of primary sources. Listed on this syllabus are readings you need to do before class on that day. During weeks 9-16, we will re-enact the Constitutional Convention.

Week1

January 23: Introductions

January 25: Background, Read Part 1: Introduction in Coby, *The Constitutional Convention*

Week2:

January 30: Read Part II: Historical Background in Coby, *The Constitutional Convention*

February 1: Read Appendix A in Coby, *The Constitutional Convention*

Note: You do not need to read part III. Part III is for a version of the game we are not playing. We are playing the "full" version of the game.

Week3:

February 6: Aristotle, from *Politics*

February 8: Locke, from *Second Treatise of Government*

Week4:

February 13: Montesquieu, from *The Spirit of the Laws*

February 15: Hume, from *Essays Moral, Political, and Literary*

Week 5:

February 20: Paine, from *Common Sense*

February 22: Jefferson, from *Notes on the State of Virginia*

Week6:

February 27: Adams, from *A Defence of the Constitutions of Government of the United States of America*

February 29: Madison, *Excerpts from the Federalist Papers*

Week 7:

March 6: Brutus, *Essay #1*

March 8: de Tocqueville, from *Democracy in America*

Week 8:

SPRING BREAK: RE-READ APPENDIX A IN COBY, THE CONSTITUTIONAL CONVENTION. It is imperative you understand the rules heading into next week!

After break ends, I suggest you begin reading Ratification. As you read, please take notes on how it relates to our debates.

Setting: Summer, 1787... the Convention Begins!

Week 9:

March 20: Opening; Virginia Plan [House of Representatives, Senate, Legislative Powers, Representation]

March 22: Virginia Plan [Congress can't.

Week 10:

March 27: Virginia Plan [Presidency, Judiciary]
March 29: Virginia Plan [Presidency, Judiciary], can't.

Week 11:

April 3: New Jersey Plan
April 5: New Jersey Plan, can't.

Week 12:

April 10: State Representation
April 12: State Representation, can't.

Week 13:

April 17: Committee of Detail
April 19: Slavery

Week 14:

April 24: New Issues [Commerce, Taxes, Western Territories, Standing Armies, Bill of Rights, Amendment and Ratification]
April 26: New Issues, can't.

Week 15:

May 1: Committee of Style and Arrangement
May 3: Debriefing

Week 16:

May 8: Book Discussion: *Ratification*

Final Exam: Monday, May 13, 12:20- 2:20pm

Course Syllabus: Honors Seminar in Environmental Science HON 2250 Spring 2019

Course Description: This course will focus on current issues in environmental science. We will explore the relationship between humans and the environment, using techniques from various fields including biology, chemistry, geology, and others. Our study will include current topics such as energy and climate change, the consequences and remediation of air and water pollution, and analysis of various resources.

Goals / Learning Objectives:

After taking this class, students should be able to:

- Describe the process of science and analyze the scientific validity of articles and reports on scientific topics.
- Examine and interpret data to answer important questions about the environment.
- Discuss the environment and human interactions with the environment including our dependence on Earth's resources and our impact on those resources.

Instructor:

Dr. Emma Downs

Pronouns: She/Her

Department: Biology and Chemistry

Office Location: SCI 327

Office Hours: Monday 12:30 – 1:45 PM, Wednesday 2 – 3:15 PM

Other times by appointment or walk-in

E-mail: edowns1@fitchburgstate.edu

Phone: 978-665-3621

Book:

Various readings will be provided on Blackboard.

Additional Resources: Calculator with scientific functions (smartphone not acceptable)

Lecture Sessions: Monday and Wednesday 3:30 – 4:45 PM

Lecture Location: SCI 217

Evaluation:

Class Participation	50 points
In Class Activities	450 points
Alternative Energy Presentation	100 points
Quizzes	100 points
Blog Posts	100 points
Final Project	200 points

Grades are assigned based on the percentage of points earned, in accordance with the Fitchburg State University guidelines which can be found on the University website.

Class Policies:

General Policies:

Students are expected to act in a mature and collegial manner in class i.e. be respectful of fellow students and the instructor. If you are late for class on a regular basis it will affect your participation grade. No talking is permitted while the instructor or a fellow student is addressing the class. Participation in the class is encouraged and students should raise their hand if they have a question. Students who do not behave respectfully in class will be asked to leave for that session.

Attendance:

Attendance is expected for this course as everyone's perspective will enrich class discussions. Regular failure to attend class will affect the participation portion of your grade and the activity grades for those class periods. Please contact the instructor by email BEFORE the lecture session if you are unable to attend because of a legitimate medical reason or personal/family emergency. Students must be on time for class. Makeup exams and late homework will be permitted in exceptional circumstances and appropriate documentation must be submitted to the instructor in these cases.

Each student is responsible for completing all course requirements and for keeping up with all course activities whether a student is present at lecture or not.

You are responsible for access to Blackboard for homework and other course materials. If you are unable to access Blackboard, please contact the IT department.

Snow Day Policy:

In the event of a snow day on one of our class days, I will send instructions via email. I may post a lecture on-line or give an alternative assignment.

Assignments

In Class Activities:

Because this class aligns so closely with real world issues, a large portion of our learning will be through case studies, debates, and other in class activities. Students are expected to come to class prepared for the activities of that class as specified.

Alternative Energy Presentation

Students will work with a partner to produce a PowerPoint presentation on an alternative energy source (a list of possible topics will be provided). The presentation should consider how the energy source works, the benefits and drawbacks, and current rates of usage. It should also cover the possible environmental, economic, and social impacts of increasing use of that source. Students will also hand in an approximately 2-page paper summarizing the information about that source and comparing and contrasting it with energy sources from other students' presentations.

Quizzes

Quizzes can be announced or unannounced. If absent, students will not be allowed to make up a quiz unless documentation of illness or emergency is provided.

Blog:

The blog assignment is designed to help find topics for the final project as well as finding topics of interest to spur class discussion. Students will post links to at least five articles about current environmental issues by 4/1, along with a short explanation of why the science in the article interested them. Students will also be required to comment on at least three posts made by their peers.

Final Project:

Students will choose a current environmental issue to explore. They will produce a poster detailing this issue from a scientific perspective. Students will be evaluated on the poster itself as well as their explanations of the poster during a poster session during the final exam period.

Disability Accommodation:

To support access and inclusion, FSU offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide the instructor with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share will be held in the strictest confidence, unless you give permission to do otherwise.

If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call (978) 665 4020. Disability Services is located in the Academic Support Center on the third floor of the Hammond building.

Academic Integrity:

Academic integrity is central to the mission of educational excellence at Fitchburg State University and the Department of Biology and Chemistry. Academic dishonesty includes cheating, fabrication, plagiarism, and the facilitation of academic dishonesty by aiding and abetting any of the aforementioned. Students who are found guilty of dishonesty in this class may receive a zero for the assignment and may be referred to the Office of the Dean of Student Academic Life. Two cases of dishonesty can be grounds for dismissal from the University. If you are working in an instructor authorized group, such as with a lab partner, your answers may resemble those of your partner but it is expected that you will do your work separately from your friends, classmates, family members, and so on. It is not acceptable to use the words or ideas of another source (famous scientist, lab handout, or your lab partner) without proper acknowledgement. This means that you must use appropriate citations to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. Additional information about academic integrity can be found at: <http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/academic-integrity/> Honesty is expected in examinations i.e. no talking, unauthorized materials or aiding fellow students. All books, notes, laptops, cell phones, and other electronic devices are strictly prohibited during exams unless otherwise specified by the instructor.

Calendar subject to change based on time and the interests of the class.

Session	Topics	Activities/Assignments
Week 1: January 23	Introduction and overview Scientific Method	
Week 2: Jan 28 & 30	Spotting bad science	Article comparison Article analysis
Week 3: February 4 & 6	Carbon Cycle Greenhouse effect and climate change	Climate change analysis
Week 4:	Climate Change	Cap and Trade Debate

February 11 & 13	Energy and Fossil Fuels	Petroleum Jigsaw
Week 5: February 18 & 20	February 18 – NO CLASS (President’s Day) Alternative Fuels	Corn Ethanol Debate
Week 6: February 25 & 27	February 25 & 27 - NO CLASS MEETINGS Alternative Energy	Prepare Alternative Energy Presentations
Week 7: March 4 & 6	Alternative Energy Presentations Nuclear Chemistry	
Week 8: NO CLASS	Spring Break	
Week 9: March 18 & 20	Nuclear Energy	Coal vs. Nuclear Debate
Week 10: March 25 & 27	Air Pollution and Consequences	Ozone activity
Week 11: April 1 & 3	Water Pollution and Consequences Water Treatment	Flint Case Study
Week 12: April 8 & 10	Toxicology and Pesticides	Organic Food Case Study
Week 13: April 15 & 17	April 15 – NO CLASS (Patriot’s Day) Toxicology and Pesticides	Organic Food Case Study
Week 14: April 22 & 24	Lifecycle Analysis	CFL Case Study
Week 16: April 29 & May 1	Plastics and Recycling	BPA Case Study
Week 17: May 6 & 8	Final Project Preparation	
Week 18: May 13	<i>Final Poster Presentation</i> <i>Monday May 13 12:20 – 2:20 PM</i>	

Fitchburg State University
Honors 4990
Senior Thesis/Project/Research (3 credits)¹
Fall _____

Instructor: _____ **Department:** _____
Office: _____ **Email:** _____@fitchburgstate.edu
Office Phone: (978)665- _____
Office Hours: TBA
Meeting Times and Location: TBA, one per week for 60 minutes

Readings:

No textbook is assigned. Readings will consist of _____.
The interests of the student, in consultation with _____, will determine the course readings.

Official Course Description:

“The course is for Honors students completing the senior requirement. Topics are approved by the thesis committee, coordinator, and advising professor. The course of study, meetings and credit are arranged with the advisor.” (from Fitchburg State University undergraduate catalog)

Course Objectives:

“The Honors Thesis serves three main objectives: 1) to provide you with opportunities to pursue an individually tailored area of study; 2) to provide you with a capstone experience which draws upon your previous studies in the major; and 3) to provide you with an opportunity to pursue in-depth research and/or carry through a substantive project to an appropriate point of closure.” (from “Guidelines for the Fitchburg State Honors Thesis”)

Towards meeting the goal of creating your Honors Thesis, this course will provide you with an opportunity to develop and refine your research topic, identify relevant literature for inclusion in the thesis, create a strong working outline, and prepare a prospectus for the spring semester that will include a draft review of the literature.

The above activities will prepare you to meet the expectations noted in the “Guidelines for the Fitchburg State Honors Thesis.” Specifically, “at the end of your first semester of work, you present your research prospectus/report at a group meeting. Presentations are typically 20 minutes, with time available for questions following your presentation. The basic audience consists of your Thesis Advisor, Second Reader, and the Coordinator of the Honors Program.”

¹ The format and structure of this syllabus were developed by Fitchburg State University Professors Daneen Deptula, Jannette McMenamy, and Cheryl Armstrong Ross.

Expectations of Students:

It is expected that you will spend the same amount of time in this experience as you would in any other class. For instance, a three credit course requires nine hours per week of work for this experience. You will be asked to keep track of your hours every week, which will be a factor in your final grade. Our individual meeting times do count towards your hour totals.

Individual Meetings:

Individual meetings will be held each week. We will determine a mutually agreeable meeting time. Each meeting will last 60 minutes. Absences from individual meetings are not subject to a grade penalty. However, it is polite to inform the instructor in advance when you are not going to be able to make an individual meeting. Excessive missing of individual meetings may result in grade deductions at the discretion of the instructor.

Assessment:

The assignments for this course are designed to help you make progress over the course of the semester towards meeting the objectives outlined on the previous page under “Course Objectives.” Specific guidelines and information for each work product will be discussed during our weekly meetings. We will also determine specific dates for each work product during our first individual meeting. My goal is to be there for you every step of the way!

The following work products will be submitted over the course of the semester:

Week	Goal	Work Product
Weeks 1-2	Identifying Appropriate Literature	1. Literature Search and Abstracts
Weeks 3 & 4	Honing in on Key Articles	2. 1-2 page summary of key article
Weeks 5 & 6	Refining Thesis Topic Based upon the Literature	3. 3-4 page topic proposal that integrates at least 5-7 sources
Weeks 7-8	Developing an Outline	4. Draft outline for thesis
Weeks 9 & 10	Making Outline Revisions and Securing Additional Research Sources	5. Revised outline for thesis and list of any additional sources
Week 11	Linking Sources to an Outline	6. Final outline with information about sources added to each section
Weeks 12 & 13	Writing a Prospectus (with a heavy focus on introduction and start of literature review)	7. Draft Prospectus (approximately 7-10 pages, includes an introduction and part of the literature review)
Week 14	Revisions to the Prospectus	8. Final Prospectus Due
Week 15	Preparing the Presentation	9. Powerpoint slides for presentation

Grading Criteria

Grading is based on two components:

1. Completing the required number of hours of research work. If you complete an average of 9 hours of work per week, you will receive full credit. If you complete an average of 7 hours a week, you will earn a maximum grade of 3.0. If you complete an average of 5 hours a week, you will earn a maximum grade of 2.0. If you complete an average of 3 hours a week, you will earn a maximum grade of 1.0. If you do not complete at least 3 hours per week, you will receive a 0.0 grade. Students are responsible for completing the weekly worksheets and submitting them to the instructor.
2. Successful completion of products 1-9 noted under “Assessment.” These products will be graded on a Pass/Fail basis. Specific grading criteria will be discussed during our weekly meetings. A grade of 3.0 is the highest possible final grade when only 8 of the 9 products have been satisfactorily completed. A grade of 2.0 is the highest possible final grade when only 7 of the 9 products have been satisfactorily completed. A grade of 1.0 is the highest possible final grade when only 6 of the 9 products have been satisfactorily completed. A grade of 0.0 will be awarded if fewer than 6 of the 9 products have been satisfactorily completed.

Office of Disabilities:

Students who are registered with the Disability Services should arrange to talk with me as soon as possible so that we can make arrangements for accommodations. If you feel that you need special accommodations, please contact Disability Services first so that they can help you complete the necessary steps to be registered with the office.

Academic Integrity Policy:

Students are expected to abide by the Fitchburg State Academic Integrity Policy. This policy addresses plagiarism as well as other forms of cheating. Please see the policy for all of the specifics of this code and the procedure for policy violations. It is your responsibility to read, understand, and follow both the Fitchburg policy and the plagiarism guidelines that I have included. If you have any questions, please consult with me. Violations of the Academic Integrity Policy may result in a range of disciplinary actions including failure of the course.

Additional Notes:

Please note that the instructor reserves the right to make changes to this syllabus. Any changes will be discussed in our individual meetings.

Working with research students is one of the best parts of my job! I hope that this semester will be extremely interesting and helpful to you in your undergraduate experience. My goal is to set you up for success in the spring Honors Thesis Writing course!

Student Name: _____

Semester: _____

Student Signature: _____

Date: _____

Instructor Signature: _____

Date: _____

Weekly Work Sheet

Student's Name: _____

Week of: _____

Monday: _____

Friday: _____

Tuesday: _____

Saturday: _____

Wednesday: _____

Sunday: _____

Thursday: _____

Weekly Total = _____

Professor's Signature: _____

Weekly Work Sheet

Student's Name: _____

Week of: _____

Monday: _____

Friday: _____

Tuesday: _____

Saturday: _____

Wednesday: _____

Sunday: _____

Thursday: _____

Weekly Total = _____

Professor's Signature: _____

Weekly Work Sheet

Student's Name: _____

Week of: _____

Monday: _____

Friday: _____

Tuesday: _____

Saturday: _____

Wednesday: _____

Sunday: _____

Thursday: _____

Weekly Total = _____

Professor's Signature: _____