

**CORE 101 First-year symposium, Spr 2004**

Section 04A

[www.cburch.com/core/101/](http://www.cburch.com/core/101/)

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**Hours:** Day 1: 10am–11am  
Days 2, 4: 8:30am–9:30am  
drop-ins, appointments always welcome

**Introduction**

Welcome back to CSB/SJU!

The second semester goals of FYS continue those of the first: To establish the following skills at a level essential for success in the college curriculum.

- reading complex texts critically,
- locating and evaluating information,
- communicating ideas through writing and speaking, and
- contributing to discussion.

The emphasis, however, is slightly different: Whereas the first semester concentrates on reading, writing fundamentals, and discussion, the second semester concentrates more heavily on research and presentation.

We do not explicitly have a theme that we will pursue this course, aside from our overall objectives. Nonetheless, because the largest research paper will be on *technology and its effects on human society*, this theme will provide a strong undercurrent.

**Books**

The following texts are required.

- Axelrod, R., and C. Cooper (2002). *Reading Critically, Writing Well*, 6th edition. Boston: Bedford/St. Martin's.
- Hacker, D. (2003). *The Bedford Handbook*, 7th edition. Boston: Bedford/St. Martin's.
- Handouts distributed in class.

**Office hours**

Please feel free to contact me outside of class, in my office, by e-mail, or by telephone. This information is included above.

During work hours, and even outside of work hours, I am usually in my office with the door open, available to speak with you. While I post office hours at the top of this syllabus, this merely indicates times that a trip to my office is less likely to be wasted. Feel free to stop by any time.

If you're making a special trip to my office, I recommend that you either make an appointment or call ahead. This is a good idea even during scheduled office hours, since I don't announce times when the rare meeting prevents me from being here.

Outside my office, always feel free to flag me down. Even if I look set on getting somewhere, it's probably just a whim of mine.

I will schedule meetings with you several times during the semester.

**Evaluation**

There are a total of 1,000 points over the semester, which I plan to distribute as in Table 1. The points actually add to 1,010 points; dropping the lowest quiz score, however, brings the total to 1,000.

date	component	score	possible
23 Jan	Paper 1 (criticism)	___	80 pts
28 Jan	Quiz 1	___	10 pts
4 Feb	Paper 2 (explanation)	___	120 pts
12 Feb	Quiz 2	___	10 pts
13 Feb	Paper 3 topic	___	10 pts
16 Feb	Presentation 1 (Paper 2)	___	40 pts
26 Feb	Quiz 3	___	10 pts
27 Feb	Paper 3 bibliography	___	40 pts
10 Mar	Discussion, Part 1	___	40 pts
10 Mar	<b>Midterm total</b>	___	360 pts
8 Mar	Presentation 2 (Paper 3 topic)	___	20 pts
12 Mar	Quiz 4	___	10 pts
16 Mar	Paper 3 outline	___	40 pts
25 Mar	Paper 3 draft	___	40 pts
30 Mar	Quiz 5	___	10 pts
7 Apr	Paper 3 (cause/effect)	___	200 pts
14 Apr	Presentation 3 (Paper 3)	___	100 pts
26 Apr	Discussion, Part 2	___	40 pts
10 Mar	<b>Reported final total</b>	___	810 pts
26 Apr	Paper 4 (proposal)	___	80 pts
30 Apr	Assessment essay	___	50 pts
30 Apr	FAE attendance	___	60 pts
	<b>TOTAL</b>	___	1,000 pts

Table 1: Anticipated grade distribution.

The following sections describe the components of the grade more thoroughly. Note also that the policy under “Attendance” below can reduce your grade beyond the scores for individual assignments.

I plan to assign letter grades on the following scale.

A	930 or more	C	730 to 799
AB	900 to 929	CD	700 to 729
B	830 to 899	D	630 to 679
BC	800 to 829	F	0 to 629

I assign grades independent of any overall goal, but the average grade I assign is generally near 3.0.

I reserve the right to make adjustments in the entire grading scheme or for particular students. (It is unlikely that I will exercise this right.)

## Quizzes

This is a new element, replacing the Bedford assignments from last semester. Five times during the semester I will give you a quiz based on material from the Bedford handbook. These quizzes will be relatively short (20 minutes or less).

You will receive a 0 for each quiz that you miss. Note that I will drop your lowest quiz score. (Should you already have one excused absence for a quiz, then I will give you a make-up quiz for subsequent excused absences, or I may choose to double your lowest quiz score.)

## Discussion

This semester, I will randomly evaluate a discussion group *each* time we have discussion, including large-group discussions. These grades will be combined into two 40-point discussion grades. The first, given 10 Mar, will reflect work during the first half of the course; the second, given 26 Apr, will reflect work in the second half.

## Fine arts attendance

The colleges require you to attend eight FAE events, including the FAE orientation. Last semester, I required you to attend two events, plus the FAE orientation.

This semester, I will assign a grade based on attending four events that fulfill the colleges' Fine Arts Experience component. (Note that this adds to seven. Of course, you need to fulfill the college requirement, too.) If you attended more than the two events last semester, then the excess counts for this semester.

You do not need to do anything for this component of the course. I will automatically receive a report of your attendance from the powers that be.

## Attendance

As the CSB/SJU catalog states, "Students are required to attend all class meetings of courses for which they are registered."

After two absences (excused or unexcused), I will deduct 30 points from your grade for each unexcused absence. Note that this penalty is in addition to whatever valuable information you miss in your absence. Because of the participatory nature of the class, it is frequently impossible to "make up" a missed class session.

Missing a portion of class will count as a fraction of an unexcused absence. I will assign this fraction, and it will not be in proportion to the total number of class minutes missed: Being 10 minutes late, for example, would count as 1/4 of an unexcused absence, not 10/70.

When I cancel class to make appointments with all students, then the appointment counts a class period. Missing an appointment — or failing to make an appointment — counts as an absence.

Let me know about anticipated absences before their occurrence whenever possible! Although I am normally very

understanding in excusing absences, there are few better ways to irritate me than to assume your absence will be excused. Although students seem to like to forget it, I would like to remind you that I do accept telephone calls in addition to e-mail.

## Late papers and resubmissions

I will deduct 5% of the total points for a paper for each half-day it is late. I will not discriminate further; being fifteen minutes late is the same as being twelve hours late. Note that I count this from the time I receive the paper — based on the time stamp on the e-mail, or on the time my hands receive the received paper. (Dropping a paper under my door ensures that I will receive it whenever I happen to return to my office.)

For Papers 1 through 3, you may resubmit another version after I have assigned you a grade. This resubmission is due at 5pm fourteen days after the day I distribute the graded papers to the class. Your score on this version will be reduced by 10% of the total points for the paper; if this is better than your score on the original version, then I will give you that score instead.

You may not resubmit a second time. Note that no resubmissions are allowed for Paper 4.

## Plagiarism / cheating

You must properly attribute any work or ideas you use in assignments for this course which are quoted or derived from others. Plagiarism includes copying the ideas and the written or spoken words of others, as well as submitting work from previous classes as if it were original. I will report all instances of plagiarism, cheating, or other academic misconduct to the appropriate Academic Dean, and I will give an F for that assignment or for the course at my discretion.

Do not let this scare you from soliciting criticism from your classmates and from others. You are stepping over the bounds, however, when you incorporate others' ideas or words

into your own work without clearly describing the extent and source of the other person's work.

**Schedule**

- Tue 13 Jan Introduction, syllabus
- Thu 15 Jan *Read Statsky (p 500) and Romano (p 278)*  
Discussion of Statsky and Romano
- Mon 19 Jan *Read Angier (p 324)*  
Discussion of Angier  
Citations
- Wed 21 Jan *Read Greeley (p 331)*  
Discussion of Greeley
- Fri 23 Jan *Paper 1 due*  
Discussion of West
- Mon 26 Jan *Paper 3 topics due*  
**No class** — Odd day
- Tue 27 Jan *Read Bailey (p 216)*  
Discussion of Bailey  
Plagiarism
- Thu 29 Jan *Read Bedford, Ch. TBA*  
Quiz 1  
Public speaking
- Mon 2 Feb *Read Quammen (p 184)*  
Discussion of Quammen
- Wed 4 Feb *Paper 2 draft due*  
Peer review
- Fri 6 Feb *Paper 2 due*  
*Read Frazier (p 156)*  
Discuss Frazier
- Tue 10 Feb **Meet in library**
- Thu 12 Feb *Read Bedford, Ch. TBA*  
Quiz 2  
Presentation critiques

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- Fri 13 Feb *Paper 3 topic due*  
**No class** — Odd day
- Mon 16 Feb *Presentation 1 (on Paper 2)*
- Wed 18 Feb Presentation 1 (on Paper 2)
- Fri 20 Feb Presentation 1 (on Paper 2)
- Tue 24 Feb **Meet in library**
- Thu 26 Feb *Read Kinsley (p 263)*  
*Read Bedford, Ch. TBA*  
Quiz 3  
Discussion of Kinsley
- Fri 27 Feb *Paper 3 bibliography due*  
**No class** — Odd day
- Mar 1–5 **No class** — Spring break
- Mon 8 Mar *Presentation 2 (Paper 3 topic)*
- Wed 10 Mar Presentation 2 (Paper 3 topic)  
Hand out midterm grades
- Fri 12 Mar *Read Bedford, Ch. TBA*  
Quiz 4  
TBA
- Tue 16 Mar *Paper 3 outline due*  
TBA
- Thu 18 Mar **No class** — Individual conferences

*The schedule's second half will come later.*

**Note:** This schedule is *tentative*. We are likely to follow it closely but not exactly.