

Commonwealth Honors Program Renewal Application

Massachusetts Board of Higher Education

Fitchburg State University

Fitchburg State University Honors Program

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Submitted to:

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C/O Director of Academic Policy
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**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.

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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.

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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

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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

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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)

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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

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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.

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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

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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

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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 Common 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

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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

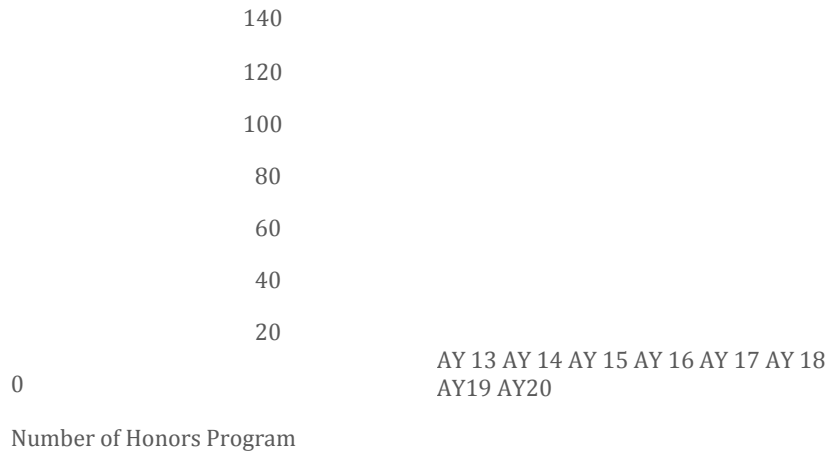
Coding students as Honors students in the large number of systems and programs on campus has provided some challenges. With the introduction of a new customer relationship management system, Slate, coding protocols and interface with the University student record system, Banner has required a review 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

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

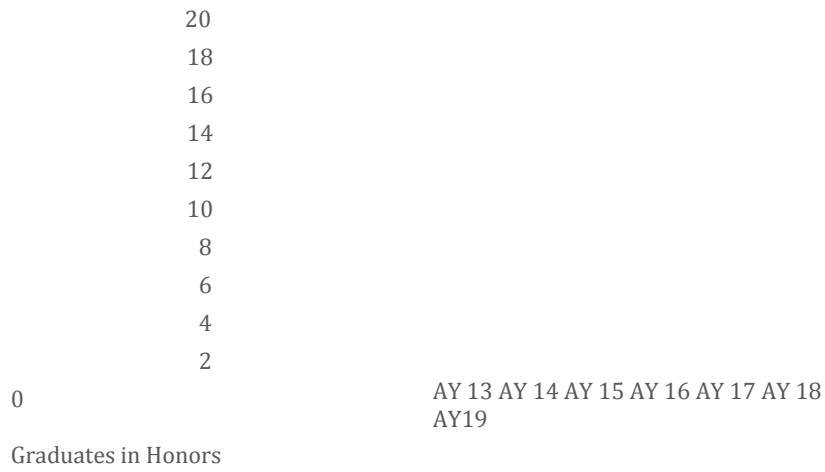
A. Data on Honors Program

Number of Honors Program Students



Students 84 76 84 87 96 94 110 130

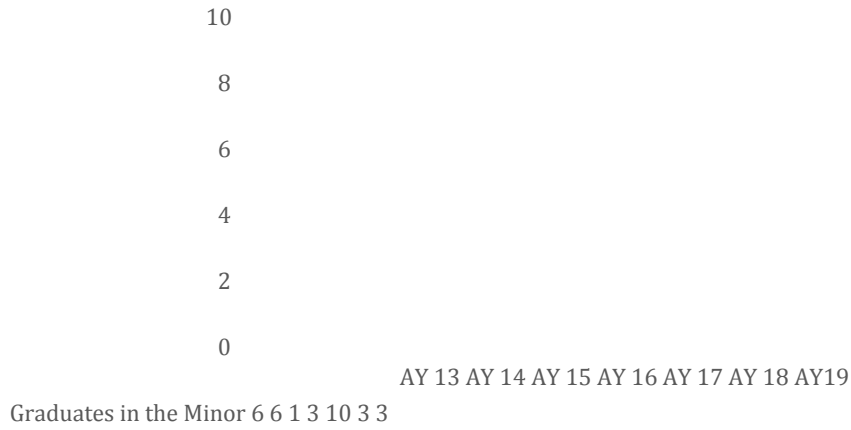
Graduates in Honors Program



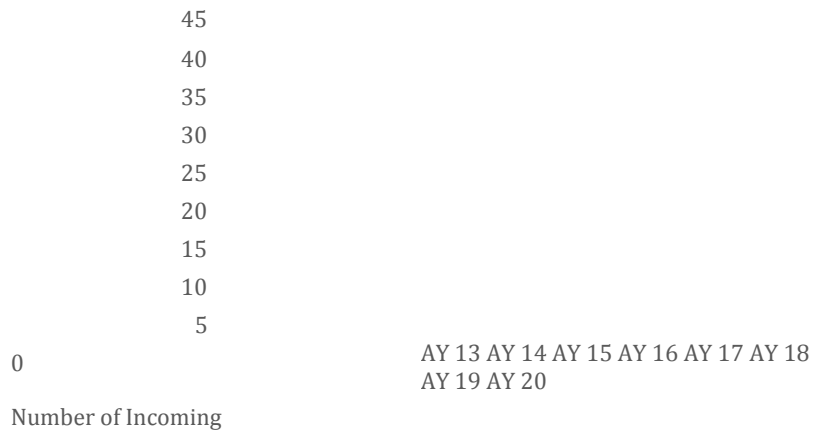
Program 14 4 11 8 10 13 18

Graduates in the Honors

Minor 12

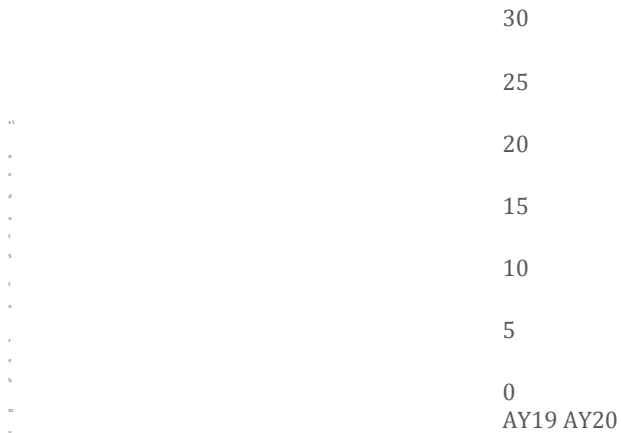


Size of Incoming Freshmen Class in Honors



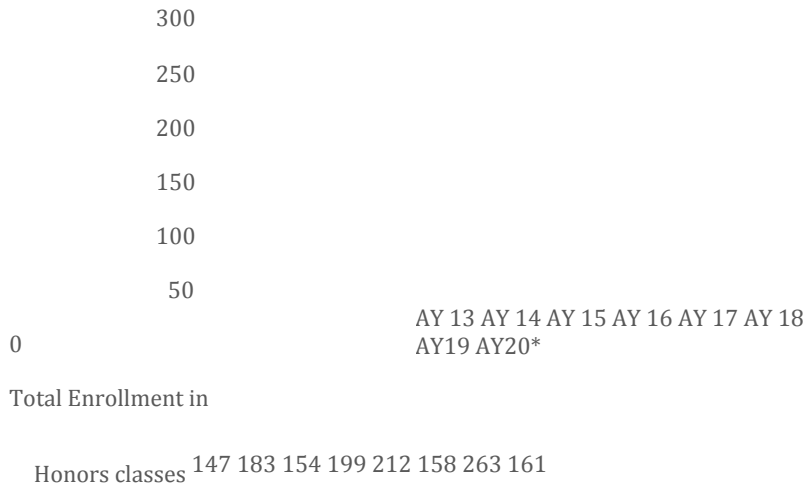
Freshmen - Fall 18 22 26 25 29 16 39 38

RLC - Fall Totals



B. Enrollment in Honors Courses

Total Enrollment in Honors classes



*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 Cntrts	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 Cntrts	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 Cnxts	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 Cnxts	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.)

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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.)

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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

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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.

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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

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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)

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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

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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.

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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 ZACHARY Documentary on the Massachusetts Film Industry
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?

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

STEPHEN MACDONALD FSU

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 MITCH SEVERT "Moments": A Short Film

ELIZABETH DARRIGO Teacher: 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

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

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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 Myofascial 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

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FRANK FIRICANO Playlist: A Mobile Application Development Project

FALL 2018

KERRY BRODBECK Death and Dying: A Nursing Focus on the Care of the Patient

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 Creation and Consumption in a
Journalism Roles Today: News 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.

Appendix D: Budget Breakdown and Narrative

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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 ProgramApril 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

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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):

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- ❑ 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

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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

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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.

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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.

**(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 WYSIWYG Prologue & Chapter 1—Sommers; theory worksheet due

Tuesday, 9/18

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

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

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

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

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

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

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:

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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%

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**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:

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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

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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.

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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

<p>WEEK 2.2 Wednesday, September 12th</p>	<p>Actively Read and Annotate: <i>They Say, I Say – What’s Motivating the Writer? – Reading for Conversation (173-183)</i></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>
<p>WEEK 3.1 Monday, September 17th</p>	<p>Actively Read and Annotate: <i>They Say, I Say – I Take Your Point – Entering Class Discussions (163-166)</i></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>
<p>WEEK 3.2 Wednesday, September 19th</p>	<p>Actively Read and Annotate: <i>Listen Geeta Kothari (29-33) – Please read the piece at least two times.</i></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>
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	<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 – They 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
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<p>WEEK 6.1 Monday, October 8th</p>	<p>NO CLASS – INDIGENOUS PEOPLES' DAY</p>
<p>WEEK 6.2 Wednesday, October 10th</p>	<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</i>

	<p style="text-align: center;"><i>Point Is – The Art of Summarizing</i> (30-42)</p> <ul style="list-style-type: none"> • Review, consider, and discuss <i>Don't Blame the Eater</i> (241-243)
<p>WEEK 7.1 Monday, October 15th</p>	<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 Wednesda y, 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>
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	<p>You will actively read and annotate <i>Wait, What? 5. What Truly Matters?</i> (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, 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>
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	<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 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
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<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>ch 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 • Writing Assessment III – The Great Debate</p>
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>**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	Actively Read and Annotate: Selections from the Cormier archives Due: Nothing due
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	Class Discussion/Activities Work AT HOME or IN THE LIBRARY on your preparation materials for Writing Assessment IV – Argumentative Essay
WEEK 15.2 Wednesday, December 12th	Actively Read and Annotate: Selections from the Cormier archives Due: Come to class with these pieces read and considered carefully. They will play a central role in your fourth and final writing assessment. Class Discussion/Activities • Writing Assessment IV – Argumentative Essay
Final Exam	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.

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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.

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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 ONE HUNDRED POINT EQUIVALENCY
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.)
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- 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 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.

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

INSTRUCTIONAL STRATEGIES (with Technology Initiatives in Bold)

X Lecture/Presentation **PowerPoint** X Data Collection and Analysis **Excel**
X Discussion/Questioning **Blackboard** Pre-Practicum
X Laboratory X Role Playing/Simulation X Problem Finding/Solving X
Independent Learning **Online**
X Discovery **Online** ___ Field Trip
Interviewing X Computer Application **Laptops**
X Collaborative Learning Groups **Blackboard** X Viewing or Listening to Followed by X
Reflective Response **Microsoft Word** Discussing
X 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
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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
	Final (10:10 AM)	Final Presentations (up to 8)		

COURSE EVALUATION POLICIES AND PROCEDURES:

75

Laboratory activities 20%
 Colloquium presentation and discussions 25%
 Service Learning Proposal components 25%
 Final Service Learning Presentation 20%
 Attendance and participation 10%

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