

Introduction to Intellectual and Creative Inquiry  
FYE 101:20/Fall 2007  
MWF 1:10-1:55  
Engleman C 140

Name: Professor Tony Rosso  
Office: Engleman D 246  
Phone: (203) 392-6788  
Email: rossog1@southernct.edu

Office Hours:  
MW 4-4:30 and 6-6:30  
T 3-6  
By appointment

### Course Description

FYE 101 introduces students to the academic and interpersonal skills and experiences necessary to become committed, competent, responsible, and engaged learners. This course helps students become more familiar with *what* we do at SCSU as well as offers them many occasions to explore *why* and *how* we do these things. The readings, projects, and events of this particular section will focus upon the broad subject of education and more specifically on the process of learning how to learn, both for college and for life.

### Learning Goals

- Students will contribute to and become engaged in learning communities by taking responsibility for their own education
- Students will learn how to navigate the University and access both academic and social supports
- Students will learn the connectedness between their general education courses, academic majors and personal and professional development
- Students will develop an understanding of education in cultural contexts, both local and global
- Students will investigate theories of learning in order to identify their own learning styles, as well as the variety of learning and teaching styles of others, including peers and professors
- Students will use inquiry-based learning to investigate an issue, reflect upon it, and form and defend a position
- Students will use reading, writing, and speaking as a way to develop critical thinking, as well as a way to effectively communicate ideas to others
- Students will become familiar with the array of information resources available, as well as gain an understanding of the research process
- Students will participate in co-curricular, community-based opportunities offered by the University and gain an understanding of the importance of these opportunities in relation to their educational goals and personal development
- Students will explore issues of diversity and approaches to social justice
- Students will learn the importance of wellness in promoting, maintaining and enhancing the learning process

### Required Texts

- Gerald Graff and Cathy Birkenstein *They Say/I Say: The Moves That Matter in Academic Writing*
- Packet of Readings (Tyco Copy Center): contains Statement on Liberal Education Program and writings by Martha C. Nussbaum, Rebekah Nathan, Deborah Tannen, and Malcolm X
- A College Dictionary (must say “College” edition on it)
- SCSU Undergraduate Catalogue (2007-08)
- Notebook and Two-Pocket Folder

### Course Policies

Preparation for and participation in class discussion are mandatory. If you are going to be late or absent, please call **before** class. Coming late or unprepared more than twice can be counted as an absence. Eight or more absences can result in failure. If you miss class, you are responsible for the material covered and for any changes made during your absence.

Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. Dishonesty in written work can result in an F for the course. In addition, dishonesty is adequate cause for disciplinary action by the Office of the Dean of Student Affairs. (See the section on "Academic Honesty" in the Student Handbook.)

Type all assignments done outside of class, formal and informal, according to the following specifications: double-space, 1-inch margins, 12 point font, black ink.

No text messaging; cell phones must be silent in class. I'm strict about this.

### Assignments

Readings and writing assignments are due at the beginning of class **on the date for which they are listed**. Assignments will consist of oral and written reports, shorter and longer essays, in-class exams and homework exercises.

You are expected to use your dictionary for every reading: look up and copy down unfamiliar words and be prepared for brief vocabulary exercises at the beginning of class.

I expect you to revise your papers **before** you hand them in. One or two drafts will not get it done for me. Keep all of your graded papers in the portfolio folder. If you revise any papers, please hand in both the previous graded draft and the corrected final draft.

### Grading

As there are a variety of assignments to facilitate your learning styles, so there are a variety of measures to grade and evaluate your performance.

## FYE Syllabus—3

### Participation 20%

Includes active and informed class discussion; oral reports; editing sessions

### Midterm Exam 20%

Includes self-assessment

### Essays 40%

Includes definition, summaries, literacy narrative

### Final Group Project 20%

Includes an oral presentation and a written report with annotated bibliography

## **Final Group Project**

This assignment requires you to participate in a group project that examines three departments or programs of study at SCSU. Your task is to create a composite portrait of the three areas, aimed at helping your first-year peers choose a major. You must visit each department or program, interview faculty and students, do further library research on each area, and then present the results of your inquiry. The presentation will include an oral (group) report and a written (individual) report with an annotated bibliography.

Two of the areas of inquiry must include traditional departments—English, Math, Art etc—but one could be a program such as Women’s Studies, Liberal Studies, or Marine Studies and Oceanography (among others). You must find out where the departments or programs are located, what are their curricular requirements, what career and related opportunities they offer, and what links they provide to area communities, including service learning, speakers, and public events.

The core of your work is to examine how these fields of study relate to each other and to general education at SCSU in general. Check their descriptions in the Undergraduate Course Catalog: what competencies, areas of knowledge, or values do they involve? How is critical and creative inquiry conducted and organized within their fields? How is each field or discipline related to other areas of study?

## **Final Portfolio**

In the final portfolio you must include all graded essays, exams, and group reports done during the semester. In addition, you must include an explanation or written justification for the grade you believe you deserve in the course, citing specific work and evidence.

## Schedule of Classes

### September

- W 5 Introduction: Why College?
- F 7 Navigating the University. Read *Undergraduate Catalogue* “Philosophy and Mission” (5-6)
- M10 What is a Liberal Education? Read General Education Task Force “Goals Statement” (Packet). Bring copies (not originals) of all your course syllabi today
- W 12 Read Martha C. Nussbaum from *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (in Packet)
- F 14\* Read Rebekah Nathan “Student Culture, the Public University, and American Culture” (in Packet). One-page definition of “liberal education” due
- M 17 Group Work. Form groups of 3: exchange email, phone, contact information  
Read *They Say/I Say* “Preface” and “Entering Class Discussions” (133-5)
- W 19 *They Say/I Say* “Introduction: Entering the Conversation” (1-14); Do Ex. 1-2
- F 21 No Class  
Do Group Surveys of Dorm Students: ask why students are in college and what is their understanding of “liberal education”
- M 24 Learning Styles Inventory
- W 26\* Group Survey Oral Reports due
- F 28\* Group Survey Oral Reports due

### October

- M 1 Read *They Say/I Say* (17-26), Ex.1 (26-27)
- W 3 Read *They Say/I Say* “The Art of Summarizing” (28-37)
- F 5 Activity
- M 8 Read *They Say/I Say* “The Art of Quoting” (39-43)  
Read Graff “Hidden Intellectualism” in *They Say/I Say* (142-48)
- W 10\* Summary of “Hidden Intellectualism” due
- F 12 Activity

- M 15 Read Deborah Tannen “Sex, Lies and Conversation” (in Packet)
- W 17 Tannen “Sex, Lies and Conversation”
- F 19 No class: SCSU Women’s Studies Conference
- M 22 Midterm Exam
- W 24 Literacy Narratives. Who is Malcolm X?  
Malcolm X “Nightmare” from *The Autobiography of Malcolm X* (in Packet)
- F 26 Activity
- M 29 Malcolm X “Learning to Read” from *The Autobiography*
- W 31 Malcolm X “Learning to Read”
- November*
- F 2 No class: Research your own literacy history
- M 5 Malcolm X “Learning to Read”; Outlines or Visual Maps due
- W 7\* In-class summary of Malcolm X’s stages of learning
- F 9\* Editing Session: Literacy Narrative drafts due  
Distribute Group Project assignment
- M 12 No class: Activity
- W 14 Meet in Buley Library (room TBA)  
Using Electronic Databases
- F 16 Literacy Narrative due  
Group Projects: organizing and dividing tasks
- M 19 Group Projects
- W 21 No class: Thanksgiving Break
- F 23 No class: Thanksgiving Break.
- M 26 Group Projects
- W 28 Group Projects
- F 30 Group Projects

*December*

M 3 Group Presentations

W 5 Group Presentations

F 7 Group Presentations

M 10\* Editing session: Final Group Project Report drafts due

W 12 Final Class: course evaluations

F 14 Reading Day: Portfolios due (including Final Group Project)