

**Fall 2023 Semester: SEM 101 First-Year Seminar 3 College Credits**

# **COURSE PROFESSOR:** MR. WORTHINGTON

**Communication:**Students are required to join the following  
Google Classroom Period 7: yxlbvla  
Google Classroom Period 8: l5id2q5

Remind Period 7: nartd

Remind Period 8: 4g8446

**COURSE DESCRIPTION:**

Who are we and where do we come from?

This is the question that the texts we are about to read over the next two years of the Bard Seminar Sequence seek to address: what does it mean to be human? what connects us with the people who preceded us? how might we discover and learn from our reflection in the past? First Year Seminar is a reading and writing intensive course where students engage with great texts from different times and places

We will not just read great texts, but draw them into conversations with those written by authors and philosophers from outside of this sphere of privilege, writers who question, expand, and even explode the ideas of these great thinkers. It is through these conversations that we will be able to ask:

* *How do we understand what it means to be human from different perspectives and starting points?*
* *How do power and privilege shape our understanding of ourselves?*
* *What commonalities can we see across different historical and cultural moments -- and how might we recognize, account for, and respond to our differences?*

Over your two years in the Sequence program, we will not just recognize and analyze these conversations,

*but we will enter into it*, adding our voices to the many great writers who have taken on these questions.

We will do so in several important ways: participating in a dynamic seminar conversation with our peers, reading extensively and thoroughly, and writing about what we read and discuss in multiple different forms and contexts.

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**UNITS AND TEXTS:** Units may be rearranged or additional texts substituted according to the instructor’s discretion and with student input.

| **UNIT** | **KEY TEXT(S)** | **KEY QUESTIONS** | **CONVERSATION TEXTS** |
| --- | --- | --- | --- |
| Writing and Thinking Workshop | Reading Anthology | See handout | See handout |
|  | **FALL SEMESTER** |  |  |
| Journeys of Discovery | * *The Epic of Gilgamesh* | What does it mean to be a hero? To be human? To be mortal? | *Genesis* flood myth  “The Greatest Weight” by Friedrich Nietzsche  *Being John Malkovich* by Spike Jonze <https://archive.org/details/being.-john.-malkovich.-1999.1080-p.-bluray.-x-264.-yify-1-1> |
| Student Choice | see choices below | see choices below | see choices below |
|  | **SPRING SEMESTER** |  |  |
| Self/Family/Society/State/ World | * Sophocles *Antigone* | What is the role of the individual in a family? In a society? What are the laws and where do they come from? Must we follow them? | *Antigone in Ferguson*  “Self-Reliance” by Ralph Waldo Emerson  “On the Duty of Civil Disobedience” by Henry David Thoreau |
| Student Choice | see choices below | see choices below | see choices below |

STUDENT CHOICE: Students will choose as a class from the following core Seminar texts.

| Work/Rest/Be Merry | Holy Bible *The Book of Ecclesiastes*  Nebmare-nakht “The Papyrus Lansing” | How much of our lives should we dedicate to work? To our leisure time? Can work give our lives purpose or meaning? | *Waiting for Godot* by Samuel Beckett  “The Busy Trap” by Tim Kreider |
| --- | --- | --- | --- |
| Eros/Gender/Sexuality | * Sappho *If Not, Winter* * Yasmine Seale *The Annotated Arabian Nights* | What are gender roles and how do they impact us? What is the value of the stories that we tell about ourselves and others? | Nicki Minaj *The Pink Print* (album)  George Miller *3,000 Years of Longing* |
| Home/Abroad | * Homer *The Odyssey* | What is home? Can home be anywhere? | Coen Brothers *O Brother, Where Art Thou* |
| Knowledge and Being | * Dante Alighiery *The Inferno* * Lao Tzu *Tao te Ching* | How should we live our lives given what we “know” about the world? What if we’re wrong? What if we can’t know? | Jordan Peele *Get Out*  RZA *The Tao of Wu* |
| Art and the Artist | Sei Shonagon *The Pillow Book* | How can we create art from the world around us? How does making art change us? | Peter Greenaway *The Pillow Book* |
| Truth and Thought | Plato “The Allegory of the Cave”  René Descartes *Meditations on First Philosophy* | What is the truth of the world? Can we know? Can we teach others? | Wachowskis *The Matrix* |
| Might and Right | *The Bhagavad Gita*  “The Wolf and the Lamb” (Aesop, Jean de la Fontaine) | Are there any morals that govern the world or is morality simply determined by the powerful? | David Fincher *Fight Club* |

WRITING REQUIREMENTS: Seminar is a writing intensive course which will teach students how to write at the college level. A large part of this process is learning how to seek feedback, draft, revise, and critique your writing and others. In addition to homework and in class activities and short writings students will expect to turn in the following:

* Writing and Thinking Workshop
  + All HW and assignments
* UNITS I-IV:
  + 1 page response journal writings during the unit
  + Formal Essay First Draft, Peer Critique, and Revision
  + Formal Essay Submission
* **Students will write a minimum of 3 major essays this year. Each essay will be 3-4 minimum pages in length.**

COURSE SKILLS AND REQUIREMENTS: This course is centered around a set of core skills that students will develop over their time in the Sequence. In the First Year Seminar, these include:

* WRITING is fundamental to this course. Students will be expected to complete daily in-class writing activities, weekly writing challenges, and short papers (1-3 pages). Students will use this shorter written work as a basis for longer writing, including academic essays (3-5 pages). In working toward this goal, they will practice outlining, drafting, and revising their writing, with the goal of producing at least one major academic essay per semester.
* READING is expected for every class, and students will be provided with texts that they can annotate in order to study and discuss what they have read. Students will be provided with focus questions and annotation exercises to practice reading, and they will be given frequent reading quizzes to track their progress. Students should expect to read for 30-60 minutes per class.
* SEMINAR DISCUSSION is the heart of this course: students are expected to come to class prepared and energized to discuss their readings and to take part in class activities to explore the ideas within them.

**Grading Policy:**

Grades will be given based on completion and performance on all assignments, tests, and quizzes.

(A+ 97-100; A 90-96; B+ 87-89; B 80-86; C+ 77-79; C 70-76; D+ 67-69; D 65-66; F <65)

Authentic Assessments- 25%

Tests- 25%

Quizzes- 20%

Class Work- 20%

Homework- 10%

*This is not a passive lecture class*; instead, it is one in which learning is constructed by the conversation that students create and drive for themselves. In order to help them become confident, independent seminar participants, the instructor will provide students with seminar prompts and opportunities to serve as “discussion leaders” and to present their ideas, both formally and informally.

ACADEMIC INTEGRITY: Plagiarism, copying, or otherwise cheating on exams, quizzes, or written work is a grave offense. In most college courses, the attempt to take credit for work that is not one’s own would result in an automatic “Failing” grade in the course, and students could risk further university discipline, including expulsion. Because this course is intended to prepare students for college success, any instances of academic dishonesty are taken very seriously, but we also strive to provide students with a chance to restore their good standing in the course through renewed academic honesty.

If I detect plagiarism in your assignment (plagiarism means to steal others' work and pass it off as your own—for example, by copying what a website says (Example: wikipedia) or generates (Example: chatGPT) you will get an automatic 0 for the assignment. You will have the chance to rewrite the assignment and resubmit it.

HOW TO SUCCEED IN SEMINAR (AND BEYOND): One of the major goals of Seminar is to help students develop the academic, social, and personal skills that they will need to succeed not only in this class, but in college and life beyond the classroom. The goal is for students to develop in all three categories over the course of the year.

| **FIRST YEAR SEMINAR: EMERGING CORE SKILLS** |
| --- |
| ACADEMIC |
| Classwork- Participates in Writing and Thinking exercises including sharing when necessary, can sustain writing with some prompting, willing to participate in read around  Textual- Can identify plot and main idea, beginning to look up unfamiliar words, beginning to create a list of new vocabulary and attempting to incorporate some new vocabulary into writing and speech, can identify evidence for simple claims, can read closely when supported by professor in class  Writing- Is willing to participate in peer revision, begins to incorporate instructor feedback in revision, can use evidence in an essay, can develop a thesis after workshopping and revision, can type a 2 page minimum essay  Minimum 30 minutes of homework per class hour |
| SOCIAL |
| Listening to others, acknowledging contributions, active group discussion, one mic rule followed, not gassing up conflicts, beginning to see peers as community, beginning to ask peers for help/support |
| PERSONAL |
| Learning to work independently, can ask a professor for help, maintaining focus, beginning to take responsibility for one's own behavior, beginning to think about education outside of grades, opening up to participation in class discussion. |
| **FIRST YEAR SEMINAR: DEVELOPING CORE SKILLS** |
| ACADEMIC |
| Classwork-Getting comfortable with sustained writing and thinking, pushing to read more during read around, can work productively in most group settings  Textual-Beginning to discover more nuances of plot and argument, recognizing basic themes across texts, beginning to annotate and look up words without being asked, list of new vocabulary is expanding and use of new vocabulary in speech and writing is more successful, deeper analysis of the texts, beginnings of independent close reading, beginning to weigh evidence  Writing- beginning to write longer paragraphs with more evidence and fewer unsupported assertions, more accurate paraphrasing of ideas, better contextualizing of writing, deeper and more meaningful revision of writing including some individual revision |
| SOCIAL |
| Navigate conflicts and disagreements with peers and professor, able to summarize contributions of peers, beginning to see classroom as a community, beginning to ask peers for help before professor |
| PERSONAL |
| Begin to bring lived experience into the classroom, listening to professor guidance, following suggested pacing for work, beginning to think outside of the text, deepening self satisfaction independent of professor praise or grades, deeper and more interesting questioning of the course and texts, developing awareness of the strengths and limits of one’s own perspective, beginning to participate in discussion in a consistent manner, can send a professional email to the professor including salutation etc. |
| **FIRST YEAR SEMINAR: EXEMPLARY CORE SKILLS** |
| ACADEMIC |
| Classwork- Comfortable asking peers for help and using the professor as an additional resource, working for close to the entire period, not trying to finish quickly, willing to read long passages out loud, writing as much as possible during writing and thinking activities  Textual-Recognizing themes across texts, beginning to annotate and look up words as habit, successfully adding some new college level vocabulary into writing and speech, annotations more focussed on analysis, questioning the text without prompting, participation is evidence based with minimal prompting  Writing- Bibliographic skills developing, can revise with minimal prompting, robust engagement with peer revision process, can find better or best evidence, Can type a 3 page minimum essay  Minimum 45 minutes of homework per class hour |
| SOCIAL |
| Actively helping others with conflict resolution, beginning to take responsibility for the community of learners in the room. |
| PERSONAL |
| More meaningful and purposeful connection between the self and the text, the self and peers, the self and professor, beginning to set own pace for sustainable work, beginning to experiment with different styles or genres of writing, beginning to lean into difficult tasks and take more risks, can participate daily in class discussion |

**Required Supplies:**

* School-Issued Chromebook
* School-Issued Full-Length Book(s)
* Binder or Folder with the following divisions:
  + Course Syllabus
  + Journal
  + Glossary of Literary/Rhetorical Terms and Vocabulary
  + Notes
  + Handouts
  + Assignments
* Blue or black Ink pen, highlighters (optional), and college-ruled, loose-leaf writing paper.
* It is mandatory that each student have their core text(s)and notes in class every day.

Note: Teachers and administrators will have the right to look at the students’ notebooks at any time.

* **Communication:**Students are required to join the following  
  Google Classroom Period 1: st5mtt4  
  Google Classroom Period 6: iuom7u7

**\*Requirements for all homework and paper assignments\*:**

1. Your submission is spell-checked and edited. For homework a few errors are okay, but it must be understandable.
2. You must provide evidence for your claims, and engage with the text. Preferably this is quoting the text (so it looks like “Biles avoided any twisting combinations in her routine Tuesday, dismounting with a double pike.”) For homework assignments, referencing the text without quoting it is ok (a reference is a mention of a specific event or moment in the text, ex: When Odysseus taunts the cyclops from his boat…, without quotations).

**Late homework policy**: Completing homework and papers as close to on time for this class is extremely important, as this class is scaffolded (which means that each assignment builds on one another. If you miss one, it will be harder to complete the others). All work will be due at the end of the week, Sunday at 5pm (that is, if you have an assignment due on Wednesday, you have until Sunday night to complete it).

**I will not accept late work, unless you ask for an extension prior to the deadline.**

What does this mean? **If you need more time on an assignment (not counting Packbacks), you must ask me, via email or remind, by Sunday at 3. If you do not request an extension or contact me, I will not accept late work.**

**HIGH SCHOOL VS. COLLEGE GRADES [as with the rest of the syllabus, this section is tentative and subject to change]**

You will be receiving high school and college credit for this course. In most cases, you will receive the SAME grade for both high school and college credit, if you maintain a 70 average. However, in the case that you have completed work for this course but have not yet been assessed by your instructor to have reached a passing level of college work, you may receive TWO different grades – one for high school and one for college -- at the end of a marking period or semester in this course.

**Classroom Rules of Conduct:**

All Rules and Regulations set forth by the Orange Public School District will be upheld in the classroom.

*No cell phones, iPods, or any other electronic device may be used during class unless otherwise directed. Electronic devices other than those used for instruction must remain out of sight in a bag or pocket.* Any student caught using an electronic device will receive one warning to put it away for the remainder of the class. Failure to do so will follow the general sequence of consequences. Any derogatory or foul language addressed to the teacher, students or any other person or group is unacceptable and will result in loss of class participation points.

**General Sequence of Consequences:**

In general, this is the pattern of steps that will be taken for some behavior or activity that is distracting to the educational process.

● The first time an incident occurs, the student will be given a warning to correct the action.

● The second time an incident occurs, the student will be pulled aside to speak with the teacher and/or a call will be made to the parent or guardian.

● Further occurrences will result in a referral to the office and/or a parent teacher conference will be arranged

**Fall Semester: SEM 201**

**Bard Early College First-Year Seminar**

**3 College Credits**

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# **COURSE PROFESSOR:** MR. WORTHINGTON

**Note to Parents/Guardians:**

I am looking forward to working with your child. I strongly encourage parent/teacher conferences. If needed, a conference may be set through the counselor’s office. The more you know about your child’s school performance, achievement, and behavior, the more we will be able to assist him/her to obtain his/her achievement and success. To begin, please have your child pull up the course syllabus on Google Classroom, review it with them, then sign the parent line below. Please feel free to call or email me if you have any questions about this class. I wish you and your child much happiness and success this school year!

COURSE OUTLINES/SYLLABUS AGREEMENT

I HAVE READ AND UNDERSTAND THE EXPECTATIONS OF THIS CLASS AS OUTLINED IN THIS SYLLABUS. I AGREE TO ABIDE BY THE RULES AND PROCEDURES ESTABLISHED BY THE INSTRUCTOR.

Student’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE RETURN THIS PAGE SIGNED!