FYS 101
Perspectives on Culture and Identity

Instructor: Tiffany M. Nyachae

Class Time: Mondays and Wednesdays from 3 pm – 4:15 pm in Old Main 220

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Office Hours/Location: Mondays from 1:45 pm – 2:45 pm and Wednesdays from 4:30 pm – 5:30 pm in Old Main 411

All Canisius College students are required to take a First Year Seminar (FYS 101) as part of their core curriculum. Students combine courses from the required core curriculum with major courses to fulfill their degree requirements. This version of FYS 101 was designed for students from the United States and around the world who have an interest in the interplay of culture and identity. Take time to get to know the other people in this class. Many of you will be from the Western New York region and the northeastern United States. Still other students will be not only from other parts of this country but from other parts of the world. Class discussions in combination with virtual discussions will allow us to share ideas across places and cultures.

Required Texts and Course Materials


Textbooks are available at the Canisius Bookstore, but you are also free to purchase them at online retail sites such as Amazon or Half.com.

Digital Resources and Online Learning System

In a digital age we have the advantage of being connected outside the classroom. We will be using an online learning system called Desire to Learn or D2L. You can access D2L via your login screen and student portal. All Canisius classes have D2L support and the majority of faculties use D2L in their classes. Once you have logged in and entered the D2L environment you will find all your courses including FYS101. In addition, there are online instructions for using the site—including print instructions and videos. Finally, you can get support via phone at 716-888-8340 or by email at helpdesk@canisius.edu.

Goals and Objectives for FYS 101

What can you expect to achieve as a result of your efforts in FYS101? Here are our goals and objectives:

- Read and critically analyze college-texts. Students achieve this goal when they can:
  - Summarize what they have read
  - Paraphrase what they have read
  - Understand the audience and purpose of what they have read
  - Synthesize what they have read
  - State a reasoned judgment about what they have read

Fall 2015, T. Nyachae
• **Construct a coherent, thesis-driven project.** Students achieve this goal when they can:
  - Develop a specific research question
  - Understand the audience and purpose of the argument they will be constructing
  - Identify and analyze primary and secondary sources appropriate to support the thesis
  - Organize and synthesize information
  - Reach a conclusion that synthesizes and builds upon the argument

• **Present ideas clearly in writing.** Students achieve this goal when they can:
  - Use vocabulary appropriate to the audience/field
  - Use vocabulary appropriate to the purpose
  - Exhibit writing characterized by a variety of sentence structures with appropriate transitional elements

• **Revise ("re-see") their own written work to improve it in ways that go beyond the mere correction of surface errors.** Students achieve this goal when they can:
  - Evaluate key rhetorical elements in their own writing
    - When prompted
    - On their own initiative
  - Explain changes made in the revision process
  - Ask critical questions on peers’ papers

• **Demonstrate Information Literacy.** Students achieve this goal when they can:
  - Find and evaluate print and electronic sources appropriate for answering a particular research question
  - Incorporate material from sources into their own writing logically and smoothly
  - Cite sources
    - According to a conventional documentation style (for example, MLA, APA, Chicago)
    - With academic integrity. Doing so involves understating what plagiarism is, with regard to both print and electronic sources

• **Demonstrate knowledge of course content**
  This goal, and the ways in which its achievement is demonstrated, will vary from section to section.

**Overview of Course Requirements**

In order to enjoy this course and be academically successful, you will need to fulfill all the following requirements. **Please note that you must fulfill all requirements including written assignments to be eligible for a passing grade**

**Class Attendance and Participation:** Many students new to college have the impression that in college, unlike high school, class attendance is *optional*. The image is often one of a certain kind of freedom. While college certainly does differ from high school, the reality is that you are asked to be even more independent and engaged. Independent in finding your own best strategies for learning, engaged in discovering your own understanding of ideas. Learning is a participatory act. We will engage one another and ideas through the readings, class and small group discussions and various class and online activities. Here are some important pointers on finding your way academically:
• Plan your time carefully to allow you to attend all classes, to arrive on time and to be fully prepared to engage the conversation in the classroom. You should have your books, notes and class materials.

• It is very clear to all members of any class who is prepared and who is not. The individuals who are well prepared are those headed not only for success, but a pleasurable learning experience. If you are having difficulty with reading and preparing for class, discuss this with your instructor either in person or by email. You want to avoid a pattern of poor preparation which will lead to failing grades and the likelihood that you will need to withdraw from the course.

• We all get behind occasionally so you are allowed one late arrival, of no more than 10 minutes. After your first late arrival, if you are 10 minutes late to class you will be counted absent for that day.

• From time to time you may be ill or need to miss a class for very good reasons. You are allowed two unexcused absences in a class which meets twice a week, three in a class which meets three times a week. Once you pass this point, each unexcused absence will result in a reduction of your final grade by half a letter for each unexcused absence. (Please note that this count begins after drop/add.)

• International students will want to be aware that they have student visas which are dependent on meeting all your responsibilities’ as a student—beginning with class attendance.

• If you find you are struggling with illness and missing classes you will be eligible for an excused absence if you can provide:
  • A doctor’s note on office letterhead for an absence related to health issues
  • Appropriate documentation of a personal or family situation or emergency (family funeral, car problems, court dates, etc.

• In the case of chronic illness or other issues which complicate your ability to attend class, please consult with the instructor and your regular academic advisor to determine whether you should continue in the course.

• If you know in advance that you will be missing a class, please consult with the instructor before missing class to determine how the situation will be handled.

Grading Standards for Class Participation

• **Excellent (A)** – Frequently engages in class discussion, respects others’ opinions, and contributes to small group activities.

• **Very Good (B)** – Often engages in class discussion, respects others’ opinions, contributes to small group activities.

• **Good (C)** – Sometimes engages in class discussion, respects others’ opinions, and contributes to small group activities.

• **Poor (D)** – Rarely engages in class discussion, respects others’ opinions, and contributes to small group activities.

• **Failure (F)** – Never engages in class discussion, respects others’ opinions, and contributes to small group activities.

Readings: You will be most successful in any college course by actively reading and engaging the course material. As a result

• Please organize your time so you can complete readings in their entirety prior to class.

• You can only engage ideas and enjoy the class if you bring all books and materials to class. We all have a shared responsibility for the classroom conversation. In fairness to all those who are taking responsibility for the class
discussion, it is the instructor’s prerogative to ask you to leave if it is apparent that you are not prepared for the class, resulting in an absence for the day. This will impact your grade. If you are without materials and books, playing with electronic media or otherwise unengaged you cannot meet your responsibility to the learning community.

- **Reading is a pleasure for many people but also a challenge.** There are many strategies for managing reading successfully. You may want to use the “Writing about Reading” checklist to write your 1-page summary of each reading assignment. The checklist is a handout that prompts you to pull out main concepts from reading while writing your summary, including structural elements, such as thesis, and abstract elements, such as purpose.

- **You are required to complete a reading rubric for each reading assignment.** Using the SPUNKI reading rubric as a guide, answer the following: “What part or parts of the reading did you find surprising?, puzzling?, useful?, new?, knew it already ?, interesting?” Briefly explain and support your responses on the form. You may include direct quotes (with page numbers) from the reading or include a key phrase or very brief summary of the idea which caught you attention. Be prepared to discuss your SPUNKI forms and hand them in.

**Formal Writing Assignments and Writing Workshops:** Over the course of the semester we will be reading and discussing different pieces of writing pertaining to the course theme. In the context of these readings and our discussions, you will be required to submit four formal essays. You will receive written instructions for each assignment.

In order to learn to write effectively, understanding how the writing process works is essential. As a result, you will be expected to fully engage the writing process, including drafting your essays, participating in writing workshops and revising your work. Some of the writing assignments in this course will require research including the production of an annotated bibliography.

Assignments include:

- **Essay #1: Narration/Description**
- **Essay #2: Comparison and Contrast**
- **Essay #3: Example**
- **Essay #4: Analysis and Argument**
- **Annotated Bibliography**
- **Peer Review Workshops (4).** Writers are expected to share their work with other writers and to assist one another with the revision process. Every assignment will be shared in draft form on the designated day. **If you do not have a rough draft you cannot attend the class/workshop [---you will have no basis for participating. You will be counted absent for that day. If you miss more than one peer editing workshop you risk failing the course---subject to the instructor’s discretion.**

- Work will be submitted at the start of each class or via D2L based on the instructor’s instructions.

**Edmodo Posts:** Each Monday a post on the FYS 101: Perspectives on Culture and Identity (Fall 2015) Edmodo group is due on an assigned topic. The topic will be announced on Edmodo one week before the post is due. You are also required to make at least one comment per week on a classmate’s post. Visit [https://api.edmodo.com/register](https://api.edmodo.com/register), create an account, and join our group using this group code: angykk.

- **Excellent (A)** – Posts each week according to the theme and comments on classmates’ posts. Every post and comment is thoughtful and uses multiple, complete sentences.

- **Very Good (B)** – Posts each week according to the theme and comments on classmates’ posts.
- Good (C) – Posts each week and occasionally comments on classmates’ posts.
- Poor (D) – Posts only once or twice a month and rarely comments on classmates’ posts.
- Failure (F) – No posts or comments.

**Reading Summaries and Rubrics:** You must turn in reading summaries, rubrics, and homework at the beginning of each class, unless otherwise stated. Summaries/Rubrics/Homework is listed on the schedule under “Assignment Due.” Homework assignments are subject to change with a minimum notice of one class period.

**Final Exam.** The college requires a final exam in all classes. In some cases we may have a final during exam week in others there may be a take home final. You will be updated on this point at a later point in the semester.

**Policy on Cancelled Classes due to Weather:** There have been rare occasions where the college has been forced to cancel classes due to extreme weather. In such cases you will receive an email message from the instructor regarding how to manage class assignments. Please be certain to check your regular college email for all instructor messages.

**Timely Submission of Work:** All assignments are due at the beginning of class on the date assigned.

- Any assignment turned in after the due date will result in a 20 percent grade penalty if it is received within 48 hours of the deadline.
- In most instances, any assignment which is more than two days late will receive a failing grade. The instructor reserves the right to modify this consequence based on documentation of circumstances beyond the student’s control and his/her professional judgment.
- Late work will not be accepted by email. It can only be submitted to the Dropbox folder on D2L or as a hard copy handed to the instructor in class.

**Classroom Conduct:**

- Cell phones are not allowed during class. If you are on your cell phone you will automatically be counted absent for the day. If the problem persists, you will be asked to refrain from bringing the phone to class.
- Headphones are not to be worn during class. If you have headphones on you will automatically be counted absent for the day.
- You may use tablets or laptops during class time only for class-related work. You may not make your weekly FYS Facebook post or comment during class.

**Policy on Academic Integrity:** You are responsible for reading and understanding the Canisius College Code of Academic Integrity, which can be found at www.canisius.edu/integrity. The first violation in this class will result in failure of the assignment. The second incident of cheating or plagiarism will result in an automatic failure of the entire class. All violations will be reported to the college for administrative review and any additional sanctions. Please see: http://www.canisius.edu/academics/integrity/

**Accessibility Support/ADA Policy:** The Office of Accessibility Support Services serves as a resource for students with documented special learning needs/disabilities and is responsible for arranging necessary support. Any student who needs academic accommodations should contact the office at (716) 888-3748. You are also encouraged to discuss your needs with the instructor who will receive notice of your status from the Accessibility Support Office. For more information call 888-2586 or stop in for an appointment in OM317.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>84-85</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>75-77</td>
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<tr>
<td>D+</td>
<td>70-74</td>
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<tr>
<td>D</td>
<td>65-69</td>
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<tr>
<td>F</td>
<td>&lt;64</td>
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Summary of Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1 Final</td>
<td>9/23/15</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2 Final</td>
<td>10/19/15</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #3 Final</td>
<td>11/11/15</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #4 Final</td>
<td>12/16/15</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography (5 sources)</td>
<td>11/23/15</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Summaries, Reading Rubrics, and Essay Drafts</td>
<td>Reading Summaries and Reading Rubrics – 9/2, 9/9, 9/14, 9/21, 9/28, 10/5, 10/14, 10/21, 10/26, 11/2, 11/9, 11/16, 11/23, 11/30 Essay Drafts – 9/16, 10/7, 11/4, 12/2</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>12/7 – 12/9</td>
<td>10%</td>
</tr>
<tr>
<td>Edmodo Posts</td>
<td>9/14, 9/21, 9/28, 10/5, 10/14, 10/26, 11/2, 11/9, 11/16, 11/30</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>Everyday</td>
<td>10%</td>
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Due: Wednesday, September 2, 2015

First, read “Why I Quit the Company” by Tomoyuki Iwashita (pp. 170 – 172). Then, write a 1-page summary about the reading using the “Writing about Reading” Checklist as a guide. Be sure to follow the reading summary format. Your reading summary is due at the beginning of class.

Virtual Class on 11/11/15 from 3 pm – 4 pm

Our virtual class will take place in D2L under the “Discussion” section. It will only be available on Wednesday, November 11, 2015 from 3 pm to 4 pm. I will post a topic that you will discuss as a class for the entire hour. First, you must start a new thread before viewing or replying to other threads in the topic in the forum. Your initial thread must be a paragraph long (at least five sentences). It may take you and your classmates five to ten minutes to write and create your first thread. Everyone’s initial thread should be completed by 3:10 pm. Second, you must read and respond to each of your classmates’ thread. Third, you must respond to at least five of your classmates’ responses to your initial thread. Fourth, you must respond to at least five responses (different from your own) under your classmates’ thread. All initial threads and responses must be thoughtful. A simple “I agree” or “I disagree” is insufficient. Don’t worry, we will practice this discussion method before the virtual class.