Course Description
This course will focus on four things: 1) personal history (narrative as well as visual); 2) family history (helping a parent or grandparent record their personal history); 3) genealogy; 4) the resources at ASU that will help you research and write effectively and efficiently. By the time you finish this course you will have completed video presentations that incorporate pics, videos and audio narration for you and a loved one as well as a 4-generation genealogy chart. As we learn how to organize and present personal and family histories, we will explore everything that ASU has to offer to help you succeed as a student.

Core Student Learning Outcomes
Upon completion of this course, students will be able to

- Gather, analyze, evaluate, and synthesize information relevant to a question or issue
- Develop, interpret, and express ideas through effective written communication

Method of Assessing Learning Outcomes
Projects (3)  45%
Library Assignments  15%
Extracurricular Activities (4)  25%
Presentations (3)  15%

Required Materials
Course Handouts (posted in Blackboard)
Use of Blackboard, Ramport, and Libguides

Course Grade

Projects (3) and Presentations (3). For the Personal History and Family History units, you will design a creative presentation that incorporates either text and images or audio and images (or even audio, text, and images). Projects should be between 3 and 5 minutes in length for audio-visual projects and 3 pages of double-spaced text (this does not include images). These projects should be uploaded to Blackboard before class on the due date. Please bring some kind of device (or you may bring a hard copy in the case of text/image projects) to share you project in small groups of 5. Group participants will evaluate your project and give you feedback. Each group will then select one project to be presented to the class. ADVICE: Choose one theme for your presentation and provide lots of details. For instance, you might talk about a sport or instrument
you play and detail how you became interested, what practice and games/concerts were like (or select a few special events that were significant to you). For the Genealogy project, you will research and put together a 4-generation family tree (you, your parents, your grandparents and great grandparents). These family trees do not need to include images.

**Library Assignments.** The librarians have prepared a series of videos and quizzes that are very helpful for orienting students quickly and assisting them in finding a variety of sources. These will be deployed through Blackboard and you will have several weeks to complete all of them.

**Extracurricular Activities.**
1) Visit to professor’s office with documentation (details provided during the course);

2) Visit to the Writing Center for corrections/editing on the Critical Thinking writing assignment. The original draft will count 50% of your grade for this assignment and the corrected version & confirmation of your visit to the Writing Lab;

3) An event of your choice (bring back proof, such as a program or a cell phone photo). You can find out about events by visiting the following website: [http://www.angelo.edu/events/calendar.php#view/month/date/20160801](http://www.angelo.edu/events/calendar.php#view/month/date/20160801)

**Final Exam.** The final exam will be an in-class essay and will be held on the last day of class.

**Academic Integrity**
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

**American Disability Act**
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request and to implement academic accommodations.

**Attendance**
Students are allowed **1 absence for any reason**. Each unexcused absences beyond the first will result in a 5% reduction in the course average. Please consult the guidelines as posted in the student handbook for information regarding what constitutes an excused absence. Students must provide documentation when requesting that an absence be excused.

**Religious Holy Day**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: Personal History</strong></td>
<td>M</td>
<td>28 Aug.</td>
<td>Introduction/On Becoming a Producer of Knowledge/ Blackboard/ Intro to Personal History</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>30 Aug.</td>
<td>ASU Scavenger Hunt</td>
</tr>
<tr>
<td><strong>Week 2: Personal History</strong></td>
<td>M</td>
<td>4 Sept.</td>
<td><em>University Holiday</em></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>6 Sept.</td>
<td>Critical Thinking Summary Due/Discussion</td>
</tr>
<tr>
<td><strong>Week 3: Personal History</strong></td>
<td>M</td>
<td>11 Sept.</td>
<td>Note taking/Library Assignment Orientation</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>13 Sept.</td>
<td>Personal History Project Due/ Presentations</td>
</tr>
<tr>
<td><strong>Week 4: Family History</strong></td>
<td>M</td>
<td>18 Sept.</td>
<td>Extracurricular Activity Due (visit to the Writing Center for revisions to the Critical Thinking Summary)/ Intro to Family History</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>20 Sept.</td>
<td>Library Assignments Due</td>
</tr>
<tr>
<td><strong>Week 5: Family History</strong></td>
<td>M</td>
<td>25 Sept.</td>
<td>Learning Styles</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>27 Sept.</td>
<td>Extracurricular Activity Due (Interviewing professors)/Communication Skills (How to Talk/Write to a Professor)</td>
</tr>
<tr>
<td><strong>Week 6: Family History</strong></td>
<td>M</td>
<td>2 Oct.</td>
<td>Study Skills/Intro to Genealogy</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>4 Sept.</td>
<td>Family History Project Due/ Presentations</td>
</tr>
<tr>
<td><strong>Week 7: Genealogy</strong></td>
<td>M</td>
<td>9 Oct.</td>
<td>Extracurricular Activity Due (student choice)</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>11 Oct.</td>
<td>Advising and Building a Schedule</td>
</tr>
<tr>
<td><strong>Week 8: Genealogy</strong></td>
<td>M</td>
<td>16 Oct.</td>
<td>4-Generation Family Tree Due/Presentations</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>18 Oct.</td>
<td>Wrap up—A Letter to Next Year’s Freshmen</td>
</tr>
</tbody>
</table>
GUIDELINES FOR WRITING AN EFFECTIVE SUMMARY

1. Read the selection carefully to identify the author’s purpose. Distinguish between important ideas and less important ideas. You must understand the reading perfectly in order to do this. Look up unfamiliar words.

2. Re-read the selection.
   - Divide it into sections. (paragraphs or other obvious divisions the author may have used)
   - Identify important information in each section by making a note of it on notebook paper. This would include the thesis, main ideas of body paragraphs, and major details.
   - Write the definitions of unfamiliar words in the margins as well.
   - When you write your notes, do not use the same words the author used in the essay.
   - Avoid including minor ideas or details.

3. Write a sentence for the thesis, each main idea, and for the major details in the entire selection.

4. Write a “discovery draft” (rough draft) of your summary.
   - Write the author’s purpose or main subject (thesis), the title of the reading, and the author’s name in an opening sentence for the summary.
   - Add sentences for each of the main ideas and major details in the reading’s sections. Avoid trying to summarize every single paragraph in the selection. The ideas in short paragraphs can be combined with longer paragraphs.
   - Follow the same order in your summary as is in the original selection.

5. Revise your draft for content, including accuracy and completeness.
   - Maintain the same order as in the reading.
   - Eliminate repetition and less important information.
   - Disregard minor details.
   - End the summary with the same idea the reading ends with, but use different words. (That is, add an ending sentence that restates the author’s ending, but do not use the exact same words the author used.)
   - Consider the length of the summary. (1/4 to 1/3 the length of the original reading)

6. Revise your draft to eliminate errors in grammar, mechanics, etc.
   - Insert transitional words and phrases where needed.
   - Check for style. Your summary should reflect the style of the reading’s author.
   - Combine sentences for a smooth, logical flow of ideas. Avoid a series of short, choppy sentences. Eliminate repetition. (transitions: in addition, also, then, next, later, therefore)
   - Revise for grammatical correctness, punctuation and spelling.

7. Create a final draft of your summary. Use Times New Roman, size 12, font. Double-space the entire paper.
Elie Wiesel explains his deep feelings for America in his essay, “The America I Love.” The day he became a citizen of the United States of America was the day he changed from an unwanted Jew to a proud and thankful man. Since then, he has been honored to be a part of a country where most people still want to help others and have a happy life. People still try to help the less fortunate. He learned his lesson in 1945 when he first met American soldiers as they freed the people in Buchenwald concentration camp. The soldiers were overcome with the unspeakable conditions they witnessed, and they cried because of the injustice of it all while the former prisoners felt that, finally, some part of humanity actually cared about them.
Name_______________________________

Summary 1 Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Reading</strong></td>
<td>The article demonstrates clear evidence of thorough critical reading. The thesis is clearly identified, main ideas are highlighted, and there are numerous marginal notes.</td>
<td>The article demonstrates evidence of critical reading. The thesis is identified, some main ideas are highlighted, and there are adequate marginal notes.</td>
<td>The article demonstrates little or no evidence of critical reading. There are very few, if any, main ideas highlighted and marginal notes.</td>
</tr>
<tr>
<td>_______ / 10</td>
<td>The writer includes most of the main ideas from the original article; however, some major details may be left out. The summary may also be lacking transitions. After reading the summary, the reader has a fairly clear understanding of what the original article is about.</td>
<td>The article follows the correct guidelines for MLA format (heading, title, font, spacing)</td>
<td>The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about.</td>
</tr>
<tr>
<td><strong>Quality of Ideas / Content</strong></td>
<td>The writer begins the summary by paraphrasing the article’s main idea. The writer then clearly states the main ideas in the order in which they appear in the article and includes transitions so the summary flows smoothly. The writer does not include his/her opinion, and he/she maintains a formal tone appropriate for an academic audience. After reading the summary, the reader has a clear understanding of what the original article is about.</td>
<td>The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about.</td>
<td>The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about.</td>
</tr>
<tr>
<td>_______ / 40</td>
<td>There are few, if any, errors in grammar, spelling, punctuation, and capitalization. The writer also avoids using X words, first-person pronouns (I/me), and second-person pronouns (you). The writer’s sentences clearly express ideas, and the audience has no difficulty grasping the writer’s meaning.</td>
<td>The writer follows the correct guidelines for MLA format (heading, title, font, spacing)</td>
<td>The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about.</td>
</tr>
<tr>
<td><strong>Grammar / Mechanics / Sentence Structure</strong></td>
<td>There are few, if any, errors in grammar, spelling, punctuation, and capitalization. The writer also avoids using X words, first-person pronouns (I/me), and second-person pronouns (you). The writer’s sentences clearly express ideas, and the audience has no difficulty grasping the writer’s meaning.</td>
<td>There are minor errors in MLA format.</td>
<td>The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about.</td>
</tr>
<tr>
<td>_______ / 15</td>
<td>There are a few errors in grammar, spelling, punctuation, and capitalization in the summaries, but they are not significant enough to be distracting for the audience. The writer may also use a few X words. Most of the sentences are clearly stated, and the audience can, with little difficulty navigate the summary.</td>
<td>There are minor errors in MLA format.</td>
<td>There are significant errors in MLA format.</td>
</tr>
<tr>
<td><strong>MLA Format</strong></td>
<td>The writer follows the correct guidelines for MLA format (heading, title, font, spacing)</td>
<td>There are minor errors in MLA format.</td>
<td>There are significant errors in MLA format.</td>
</tr>
<tr>
<td>_______ / 5</td>
<td>The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about.</td>
<td>There are minor errors in MLA format.</td>
<td>There are significant errors in MLA format.</td>
</tr>
</tbody>
</table>

Total: ________
Accessing the Library’s Information Literacy Blackboard Tutorial

1. Access Blackboard in the upper right-hand corner of RamPort

   ![Access Blackboard in RamPort](image1)

2. Look for the “15 Fall Information Literacy” course in the “My Courses” box

   ![Look for course in Blackboard](image2)

3. Links to the eight videos you need to watch are located on the left side of the screen

   ![Links to videos](image3)
4. Watch the first video

5. When finished, click “mark reviewed” under the video and then complete the quiz

6. Continue on in this manner through all the videos