Course Description
This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the university and the impact it will have on their lives as students. Freshman Seminars incorporate various integral elements in order to facilitate first-year students’ transition from high school to college-level learning. Emphasis will be on communication, critical thinking, and information literacy. Open to all majors; restricted to and required of first-time-in-college students. Specifically for this section - this course will examine Shakespeare and his role as a voice for social justice. Students will examine how theatre throughout history has provided an insight into social issues and how it can be used for a positive change.

Core Objectives for GS 1181:
- Critical Thinking 1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.
- Communication Skills 1: Develop, interpret, and express ideas through effective written communication.
- Personal Responsibility 1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

Method of Assessing Learning Outcomes
Core student learning outcomes will be assessed through course assignments:
- 1 Article Summary
- 1 Personal response and discussion over Shakespeare Behind Bars documentary
- 1 Personal response and discussion over a play viewing (Not about Nightingales presented by the Arts@ASU)
- 1 Group project on using theatre/plays/creating an ensemble to present and discuss a social issue
- 1 Personal interview summary
- In Class and other Activities as assigned (including the Scavenger Hunt)

Use of University Resources is required. These resources may include Blackboard, Ramport, Library, SMART Learning.

Required Materials
LibGuides (http://angelo.libguides.com/) will serve as the text/research tool portal.
There is no required textbook. The student will be required to read certain plays (chosen at the first class period) and view plays live and online. Due to the topical nature of the class, this will be decided at the first class.
This class will make regular use of Blackboard, Ramport, Libguides as well as other online materials.

Course Grade
- 10% - Article Summary
- 15% - Personal Response/Discussion on Shakespeare Behind Bars
- 15% - Personal Response on play viewing (Julius Caesar)
- 30% - Group Project
- 10% - Other Assignments (Library Literacy, etc...)
- 10% - Personal Interview Summary
- 10% - Discussion, Attendance
Academic Integrity
Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student’s own work and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a paper. Please see full Honor Code Policy at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

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.

Non-Discrimination
Prejudice of any kind will not be accepted in the classroom. This includes age, race, political stance, religious preference, and ethnicity. Students are allowed to disagree and voice opinions if they do so in a non-offensive manner.

Incomplete Grades
The grade I is given when the student is unable to complete the course because of illness or personal misfortune. An I that is not removed before the end of the next long semester automatically becomes an F. A graduate student will be allowed one year to remove a grade of I before it automatically becomes an F. To graduate from ASU, a student must complete all I’s.

Students with Disabilities
Angelo State University complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Dean of Student Life and Student Services at 942-2191. If you need disability accommodations in this class, please see me as soon as possible.

Attendance
Quality participation in class is required. Students contribute to the learning environment and demonstrate their understanding of the material by participation. Therefore, class attendance is required.

➢ Attendance will be taken at the beginning of each class period. 0-5 minutes late will count as a tardy. Students who are more than 5 minutes late for class will be considered absent for that class. Tardiness is seriously frowned upon. 2 Tardies count as 1 absence.
➢ My attendance policy is strict. Missing 2 classes will lower your final grade by 10%. Every 1 class missed after that will result in an additional 5% reduction. Absences count regardless of the reason...so use them wisely. Sickness absences count...keep that in mind.
➢ Students who miss class because of illnesses are still expected to complete the assignments, on the day they are due. Late work due to illnesses will not be accepted.
➢ Students who are late for class on presentation days will only be given the allotted class time to complete their presentation.
➢ Students representing ASU (traveling groups, class field trips, etc.) will be granted an excused absence, but prior notification must be given to me in writing at least one week in advance. The opportunity to make-up work is the student’s responsibility to arrange.
➢ To be clear, no arrangements will be made AFTER the absence; all arrangements must be made in advance and you and I must agree upon a timetable.
➢ Remember, an absence is not an excuse for a late assignment. If you have prior knowledge of your absence your assignment is to be turned in prior to your absence.
➢ Missing class on a scheduled presentation day can jeopardize your grade for the semester. Missing class because you haven’t finished an assignment is a questionable choice and results in both a lower grade on the assignment and the loss of valuable class time.
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.

In General
I do not accept late assignments. However, if you are having trouble keeping up - please come and see me. I would much rather you come and talk to me than let your work slide. I am in during my office hours, during the shop, and other times, and I can be easily reached by email. You will find I am usually pretty agreeable if you take the initiative and communicate with me.

Course Schedule *(includes critical dates for all assignments)*

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MON 27-Aug</th>
<th>Syllabus Overview, Social Justice and the Arts</th>
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<tbody>
<tr>
<td></td>
<td>WED 29-Aug</td>
<td>Introduction to article summaries, blackboard, library research, Writing Center, and Oral Communication project</td>
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<tr>
<td>Week 2</td>
<td>MON 3-Sep</td>
<td>NO CLASS - MLK Day</td>
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<td>WED 5-Sep</td>
<td>Work with peer reviewer of Article Summary 1st draft of Article Summary</td>
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<td>Week 3</td>
<td>MON 10-Sep</td>
<td>View Shakespeare Behind Bars Article Summary (Final)</td>
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<td>WED 12-Sep</td>
<td>Complete Shakespeare Behind Bars</td>
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<td>Week 4</td>
<td>MON 17-Sep</td>
<td>Discussion of SBB, Work with peer reviewer of SBB Response 1st draft of SBB Response</td>
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<td>WED 19-Sep</td>
<td>Assign Group Project SBB Response (Final)</td>
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<td>Week 5</td>
<td>MON 24-Sep</td>
<td>SCAVENGER HUNT DAY SCAVENGER HUNT</td>
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<td>WED 26-Sep</td>
<td>Group Work in class</td>
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<td>Week 6</td>
<td>MON 1-Oct</td>
<td>Oral Presentation skills/guidelines with in-class practice/exercise -</td>
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<td>WED 3-Oct</td>
<td>Group Work in class</td>
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<td>Week 7</td>
<td>MON 8-Oct</td>
<td>Discussion on Interviews Interview Response (Final)</td>
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<td>WED 10-Oct</td>
<td>Group Work in class - View THE FLICK @ 745pm</td>
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<td>Week 8</td>
<td>MON 15-Oct</td>
<td>Group Presentations (1-5) THE FLICK response (Final)</td>
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<td></td>
<td>WED 17-Oct</td>
<td>Group Presentations (6-10) Group Paper</td>
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