Course Description: GS 1181 Freshman Seminar
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, and goals of the course include helping students connect with top faculty from across the campus; creating learning communities of students based on interest or major; assisting students in using critical thinking skills and developing academic skills necessary to persist toward a degree; and familiarizing students with campus resources.

As the seminar can be on various contemporary topics, you’ll explore intersections of poetry, writing, and thinking in this course on “playing with words.” Using these intersections as a launching point, the course encourages students to develop their skills in critical reasoning and creative thinking as well as to learn about resources and adopt habits useful for college survival and success. Course assignments will include, among other things, analyzing poems and critical texts, composing original poems and summaries, completing quizzes, and a delivering a brief presentation.

Core Student Learning Outcomes
Upon completion of this course, students should improve in the following areas:

- Critical Thinking Skills: The ability to gather, analyze, evaluate, and synthesize information relevant to a question or issue
- Communication Skills: Developing skill in expressing oneself orally or in writing, including in creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
- Content Knowledge: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) and learning to apply course material (to improve thinking, problem solving, and decisions)
- Personal Responsibility: Developing ethical reasoning and/or ethical decision making

Course Objectives
- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing skill in expressing oneself orally or in writing
- Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)

Method of Assessing Learning Outcomes/Course Objectives
Core student learning outcomes will be assessed through completion of course assignments and activities.

Course Assignments and Activities
- Daily participation in and completion of in-class activities
- Original poems (number to be determined)
- Two article summaries
- One Writing Center conference over a summary
- Use of university resources, including RamPort, Blackboard, the library, and the Writing Center
- Student attendance of a designated campus event/assignment
- One oral presentation with portfolio

What Are Heavy?
What are heavy? Sea-sand and sorrow:
What are brief? To-day and to-morrow:
What are frail? Spring blossoms and youth:
What are deep? The ocean and truth.

Christina Rossetti
Required Materials
- Writing paper and utensils
- A black marker (Sharpie or washable) with a wide tip
- A device with a camera (such as a smartphone)
- Access to Blackboard and all BB content
- Access to the internet and the library homepage
- Access to a word processing program, printer, and stapler
- Willingness to think critically and creatively, and to ask questions whenever help is needed
- Extra credit text: *This is Not a Book* by Keri Smith

Course Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Blog posts &amp; Daily activities/assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Info. Literacy Videos &amp; Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Center conference</td>
<td>10%</td>
</tr>
<tr>
<td>Two summaries (15% &amp; 20%)</td>
<td>35%</td>
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<tr>
<td>Campus event attendance/assignment</td>
<td>15%</td>
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<tr>
<td>Presentation/Portfolio</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

*Extra credit assignment = +3 pts. to course average*

Course Policies:

Attendance
Daily attendance is expected. Much of the learning for the class will occur during class time. But more is required than just passive attendance. Your learning and success in the class will also be dependent upon your participation. You will demonstrate your class participation in two main ways: First, I will often ask you to share your work with others in the class. Second, I will often ask you to work in groups to support each other’s learning. In addition, if you acquire **three absences**, it will result in the loss of 5 points off the final course grade. **Four absences** of any kind will result in failure of the course.

Furthermore, missing class, coming to class unprepared, failing to participate, sleeping in class, behaving disruptively, frequently being late, leaving during class repeatedly, and leaving early without a valid reason each constitute an absence. For any class that you miss, please also understand that the following consequences will apply:

- I will not allow you to make up (for credit) any assignment or exercise given and completed within the class period you missed.
- You will need to determine what you missed during your absence by asking your classmates or by seeing me during my office hours. I will not respond to email inquiries regarding missed work.
- If you disagree with an absence count I record in Blackboard, you have two weeks from the day the absence occurred to contact me to discuss it. No changes will be considered after two weeks.

Make-Up / Late Work
I do not accept late work. If you have not submitted the assignment by the time it is due, you may complete the assignment for personal practice and benefit, but you will not receive credit for it. I do not accept any work via email.

If you have a legitimate reason for not turning in your work on time (serious illness, a death in the family, etc.), please let me know about it (and bring documentation) and we can often work out an arrangement. In all cases, I determine whether an absence will be considered legitimate and if work can be made up. Because students can know the dates for university-sponsored events before they happen, university-sponsored events do not usually count as legitimate reasons for not turning work in on time. If you know you will be absent, you may turn in an assignment early, but I cannot take it late.

Tardiness
Because your presence is required for you to learn, you should not make a habit of being late to class or of leaving during class. If you do, I will bring the matter to your attention and give you an opportunity to make changes. If you do not correct the issue, you will be credited with absence per subsequent infraction. If you come in late or if you know you will need to leave class early, sit close to the door so as not to disturb those around you when you enter or exit the classroom.
Locked Door
Class begins promptly. You are considered late if you are more than a few (2-3) minutes late to class. After I have closed the classroom door, it will stay locked until the end of class. (Doors are locked for student and faculty safety and to preserve the learning environment.) After the door has been closed, no student will be allowed inside the classroom. Students who come to class after this point will be counted absent.

Extra Credit
I do not offer extra credit assignments besides the single This Is Not a Book extra credit project, so don’t ask for them. Stay on top of your coursework. To view details of the This Is Not a Book extra credit project, visit Blackboard.

Classroom Environment
You should turn off and put away all technological devices (phones, laptops, iPods, etc.) before class begins. Food and drink are not permitted in the classroom. Tobacco in any form is prohibited in the classroom, as is any behavior (sleeping in class, doing coursework for other classes, talking disruptively, etc.) that impedes me teaching or you learning. Failure to observe and follow any of the class policies is grounds for dismissal from class and being given an absence.

Contacting You
You are required to check your email and Blackboard regularly so as to stay up-to-date with the course. You should check your email and Blackboard daily, or at least once between every class meeting.

Contacting Me
I will do my best to respond to emails within a 24-48 hour period during the workweek. Do not expect a response on the same day if you email after 5 p.m. Replies to emails on weekends are rare. Plan ahead when sending emails so that you allow yourself adequate time to receive a response.

Please understand you are communicating within a professional environment, so it’s important that your email messages attend to some basic conventions of electronic communication (a helpful subject line, a greeting, an attempt at properly punctuated and complete sentences, a closing with your name and class.section). In short, emailing is not texting. Please remember the different expectations for the two.

I ask all students to maintain professionalism and courtesy. If you have a question regarding your status in the class or about a grade, you must discuss it with me via a face-to-face meeting.

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

To put it in other words, all of your work must be original and produced exclusively for this class. You may of course receive assistance on your writing, but submitting someone else’s work as your own, using part or whole of something you have written for another class, or cutting and pasting and paraphrasing internet sources will be grounds for plagiarism. A good rule of thumb is that you can receive verbal feedback and advice from others, but no one should write any section of your assignment for you. Violations of academic honesty are grounds for immediately failing the course.

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. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

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, as determined by the instructor.

Student Handbook: In addition to these course policies, students are responsible for familiarizing themselves with and following the information in the ASU Student Handbook, which is accessible through angelo.edu.
Course Schedule
This syllabus is subject to change. Students will be notified in class and/or via Blackboard of any changes. Assignments are due at the beginning of class on the day they are listed unless otherwise noted.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Skills Objective</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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| M 8/26  | Introductions  
Review Syllabus, Course, BB, Course Blog  
Assign: Personal Bio to course blog | Understanding a syllabus schedule           | **Academic Performance Agreement**  
(due in class today or on Wed. 8/28)                                                              |
| W 8/28  | Starting at the Beginning:  
What is poetry? + Achieving success in college                                  | Critical thinking                           | Bring printed lyrics (in English) to a favorite song of yours OR a printed copy of a favorite poem.  
Due by Thursday, 8/29 midnight: Post your photo and bio to course blog.                               |
| **Week 2**                                                                                                                                                                             |
| M 9/2   | **NO CLASS TODAY**  
HOLIDAY: LABOR DAY                                                                |                                            |                                                                                                    |
| W 9/4   | Imagery: Connecting with your five senses + Observing Details                   | Mindful reading/observation                 | Go to BB. Print, read, and bring to class the short article titled “Observing: Using Your Mind and Senses.”  
Due: Annotated poem from 8/28.                                                                   |
| **Week 3**                                                                                                                                                                             |
| M 9/9   | Imagery: See (Where Your Time Goes)  
Activity: Where is your time? +  
Personal time management grid  
Assign: Info. Literacy Videos & Quizzes                                                   | Time management                             | Due Mon., 9/9 at class time, like normal: In Blackboard, click on the link “Time Management Scheduler.” Complete and print the schedule twice: once with the hours you currently spend, then again with the time you should spend. Staple the sheets together and flip to the back. Write 100 words specifically explaining what you need to do to manage your time better/smarter. Don’t be generic. Give days, hours, steps, etc. that apply to your personal week.  
Due Friday, 9/13: Use your cell phone (or something with a camera) to complete the campus scavenger hunt assignment.  
Due by Friday, 9/13 at 3 p.m.: ONE person from group must post all group selfies from scavenger hunt to course blog as ONE post.  
Due by Friday, 9/13 at midnight: EACH group member must post your OWN scavenger hunt-inspired poem to the course blog as a comment under your group’s selfies post. |
| W 9/11  | Imagery: See (Truly—Don’t Be Duped)  
Activity: What makes a good source?  
Article comparison/evaluation  
Assign: Summary #1 assignment and Writing Center conferences | Information literacy                        | Due by midnight: **Information Literacy Videos & Quizzes (8)**                                    |
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<tr>
<td>Week 4</td>
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<tr>
<td>M 9/16</td>
<td>Imagery: Hear (Absorb What You Read) Activity: Creating a summary of an article – Before drafting</td>
<td>Annotating &amp; Prewriting</td>
<td>Bring Summary 1 articles from W 9/11 class. Read both, but it’s not necessary to mark them (yet).</td>
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<tr>
<td>W 9/18</td>
<td>Imagery: Hear (Your Audience’s Needs) Activity: Creating a summary of an article – Drafting, Style</td>
<td>Writing &amp; Audience awareness</td>
<td>Bring articles again from M 9/16, having thoroughly annotated the article you plan to summarize (at least 10 annotations + 5 markings).</td>
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<td>Week 5</td>
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<tr>
<td>M 9/23</td>
<td>Imagery: Hear (Understand and Interact!) Activity: Interacting with a text/poem + Local workshop</td>
<td>Annotating, Comprehension, Revising</td>
<td>Bring a printed copy of your completed Summary 1 draft to class.</td>
</tr>
<tr>
<td>W 9/25</td>
<td>Imagery: Hear (ing Myself Think) Activity: Where do I study/work best? + Create a poem</td>
<td>Optimal learning environments</td>
<td>Summary #1 docs/e-submission Also, Due by midnight: Post today’s poem you created to the course blog.</td>
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<td>Week 6</td>
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<tr>
<td>M 9/30</td>
<td>Imagery: Hear (ing the Author: Practice) Activity: Discuss Summary 2 texts – Understanding the meaning</td>
<td>Critical thinking</td>
<td>Go to “Summary &amp; E-Sub” folder in BB. Choose (and print) your S2 article to summarize. Thoroughly annotate the article and bring it to class.</td>
</tr>
<tr>
<td>W 10/2</td>
<td>Imagery: Taste (To Eat and to Sweat…) Activity: Healthy living in college + Black-out poems</td>
<td>Knowledge on healthy living + Creative thinking</td>
<td>Read: Portfolio/pres requirements in BB. Also, go to the Blog Posts folder in BB. Print, read, and bring the article on healthy living for today.</td>
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<td>*Sunday, 10/6 by midnight: Last day to submit: Campus event assignment (blog post and poem)</td>
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<td>Week 7</td>
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<td>M 10/7</td>
<td>Imagery: Touch (Connecting to People) Activity: Roommates, Profs, and Emails + Email poems</td>
<td>Communication skills + Creative thinking</td>
<td>Go to BB. Print, read, and bring the three articles on communicating in college for today. Due by midnight: Post the two poems from 10/2 and 10/7 that you created to the course blog (on separate blogs).</td>
</tr>
<tr>
<td>W 10/9</td>
<td>Imagery: Smell (Stop and Smell the Roses!) Activity: Finding a balance between work and play + Poetry: Round-robin persona poems</td>
<td>Creative thinking</td>
<td>Resubmitted Summary #1 (if grade was lower than a C; optional assignment) Summary #2 docs/e-submission + Due by midnight: Post your finished persona poem to the course blog.</td>
</tr>
<tr>
<td>Week 8</td>
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<tr>
<td>M 10/14</td>
<td>Poetry Presentations &amp; Portfolio</td>
<td>Presenting &amp; Audience etiquette</td>
<td>Poetry portfolio (see Blackboard for specifics)</td>
</tr>
<tr>
<td>W 10/16</td>
<td>Finish Poetry presentations &amp; Portfolio IDEA Course Evaluations Class Wrap-Up</td>
<td>Presenting &amp; Audience etiquette</td>
<td>Optional Extra Credit Assignment: Blog and book due by end of class</td>
</tr>
</tbody>
</table>
Academic Performance Agreement

GS 1181.F69: Playing with Words ● Fall 2019 ● Mrs. Arreola

In order to make the requirements of this class and your responsibilities as a student as clear as possible, I’ve provided you with this document titled “Academic Performance Agreement.” Please read this information carefully because it outlines the kinds of behaviors, study habits, and attitudes necessary for success in this class, as well as in the university writing community at large. If you agree to the terms and conditions set forth below, please sign your name on both copies I’ve provided you. Keep one copy for your reference and submit one to me. By signing and returning this agreement to me, you commit yourself to the standards of conduct and academic performance listed below. Signing this APA is a minimum requirement for passing this course. If you do not agree to follow these standards, you should drop the course and enroll in another section of GS 1181.

1. I understand that I should abide by the most current version of the syllabus as well as any changes to the syllabus my instructor designates.
2. I understand that I should check Blackboard and my email often and regularly, which means at least once, at minimum, between each class meeting. I understand email sent to my angelo.edu address is official ASU communication and I am responsible for information sent out via email.
3. I understand that attendance is a requirement of the class and that three absences will result in a deduction of 5 points from my course grade. I understand four absences of any sort, excused or unexcused, will result in automatic failure. I also understand that if I miss class, I should contact another student to discover what I’ve missed.
4. If I miss more than one class in sequence, I will contact the instructor to let her know the reasons for my absences.
5. I understand that arriving late to class in inappropriate because it disrupts the class. I understand that the instructor will shut the door to the classroom when the class starts and that I will not attempt to enter the class after the door has been closed.
6. I understand that cell phones and other technological devices must be turned off before entering class. I understand if my cell phone rings during class I will be asked to leave the class. I understand that laptops are to be shut down when class begins.
7. I understand that if I fail to follow class procedures at any point during class and my instructor asks me to leave, I will be given an absence for that day.
8. I understand that this class has reading, writing, and other types of assignments requirements. These requirements will demand that I manage my time carefully and schedule at least four hours of study time per week or two hours of study time for every one hour of scheduled class time. These numbers, of course, may vary.
9. I understand that I should be prepared each day to bring the texts under discussion with me to class.
10. I understand that I should be prepared each day to share my responses to the reading assignments in class. I understand that any of my work may be used as a model for classroom instruction.
11. I understand that I will be required to contribute to class discussions and small group work in class. In other words, I will be required to speak in class, share my ideas, and behave respectfully towards others.
12. I understand that any writing I submit must be my own and written exclusively for this class.
13. I understand that when I use the ideas of others in my writing that I must let my readers know whose ideas are whose and where I found them. I understand that plagiarism (or the failure to acknowledge others’ ideas appropriately) is a form of academic dishonesty and will result in failure.
14. I understand that I will benefit from discussing my ideas and writing with my family, friends, and other students. I also understand that I can get help with my ideas and writing in the Writing Center. However, I also understand that I should never claim someone else’s ideas or writing as my own.
15. I understand that I must adhere to the due dates for all writing assignments because late work will not be accepted, at the discretion of the instructor.
16. I understand that I should think of writing as a complex process of planning, drafting, revising, editing, and presentation. Consequently, I understand that I should schedule time to complete each of these tasks before submitting my work.
17. I understand that I can make an appointment with my instructor to talk about any aspect of the class, including course assignments, my writing, the required reading, extended absences, or comments and grades on my writing.

__________________________________    _______  
Student Name:  Print

__________________________________     ___________________
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