

GS 1181: AN EASY A

Section: DF2

This section is a 7-week, 1 credit hour online asynchronous course meeting 08/23 – 10/15

Instructor: Dr. Laurence Musgrove Main Campus Office: Academic 039B

Office Hours: daily via email, plus in-person:

4 Tuesdays 12-2 pm: 9/14, 10/12, 11/9, and 12/7

4 Wednesdays 9-11 am: 9/15, 10/13, 11/10, and 12/8

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1181 Freshman Seminar (1-0). Seminar on various contemporary topics. 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.

Why is this section of GS 1181 called "An Easy A"?

This section is called "An Easy A" because it will focus on words that begin with the letter A. This collection of words is selected to provide you with a simple, memorable, and effective vocabulary you can use to achieve success in your college career and attain the freedom you desire and deserve in your life. The goal of your education and your relationships and your career and, ultimately, your entire life is freedom: the freedom from causes of oppression (externally-imposed and self-inflicted fear, ignorance, and selfishness) and the freedom to use what you've learned and achieved to understand and manage fear, ignorance, and selfishness for the benefit your friends, family, colleagues, and community.

In other words, no matter what course you are taking or what major you've selected, you don't take a course and study in a discipline to make an easy A. You take courses and choose majors to demonstrate the degree to which you can discipline yourself and your circumstances to attend to, analyze, and apply what you are learning to your past, present, and future. Because learning and progress will never end, we must always be ready and able to focus our attention, analyze what we find, and apply that discovery to the benefit of others. You bring habits of learning with you to college that are going to be under stress to increase in strength, stamina, and agility. You are going to be asked to make new relationships, manage your time and living space and health differently, learn and process new course information, focus your attention, resist distraction, seek assistance, and encourage yourself in ways you can't yet imagine. This course is designed to prepare you to succeed in those challenges.

Easy A Terms

1. Aspire
2. Attraction and Aversion
3. Attend
4. Attitude
5. Analyze
6. Apply
7. Ask, Answer, and Assist
8. Again

What Kinds of Assignments are Required in this Course?

You will be practicing college-level reading, writing, and research skills. You will also have the opportunity to attend an online event on campus and record your learning via a writing assignment. In addition to assignments related to information literacy and summarizing the research of others, the writing assignments in this section will provide you with practice (a) in applying the easy A terms to your first semester in college, (b) in applying those terms to your major, and (c) in discovering the specific disciplinary terms necessary for learning in your chosen major.

What Do I Need for This Class?

I will supply you with all of the materials for this course, but you will need access to Blackboard.

Do I Need a Textbook?

You will not need to purchase a textbook. I will provide you all materials via lectures and materials in class.

What Else Should I Know About Being Successful in this Course?

For most new students, college will be quite a different sort of learning experience than they had in high school. You will have to develop new strategies for managing your time and your work. And of course, college life and new friends will offer all kinds of new distractions that will want your attention. You will be continually tempted by attractions and aversions. Prioritizing your school work and scheduling the completion of assignments will present daily challenges. Simply completing assignments and submitting them on time should be top priorities.

What Should I Be Able to Learn in This Course?

GS 1181 is designed to help students practice the skills necessary to successfully persist toward graduation.

More specifically, upon completion of GS 1181, students will be able to

1. Gather, analyze, evaluate and synthesize information relevant to a question or issue;
2. Develop, interpret, and express ideas through effective written communication;
3. Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making;
4. Locate campus resources to solve problems/answer questions

Your feedback on the degree to which this course helped you achieve those abilities will be assessed at the end of the term through a student survey with the following three emphases:

- 8) Developing skill in expressing myself orally or in writing;
- 9) Learning how to find, evaluate, and use resources to explore a topic in depth;
- 11) Learning to analyze and critically evaluate ideas, arguments, and points of view.

Beyond These Skills, What Else Will I Learn?

Additionally, because this is a course on the nature of interdisciplinary and disciplinary discourse, students will learn

1. How to apply the easy A course glossary to their first semester in college and future goals.
2. How to begin an ongoing collection of disciplinary terms necessary for success and progress in a chosen major and discipline.

How Will My Final Grade be Calculated?

There are 100 possible points to be earned in this course, calculated as follows:

1. 8 Easy A Letter Reflections: 4 points each = 32 points
Personal reflections in response to the 8 Easy A letters.
2. 12 Information Literacy Quizzes: 4 % each = 48 %
See Information Literacy menu link in our Blackboard course.
3. 2 Summary Papers: 4 points each = 8 points
See details below on summary assignments.
4. 1 Student Glossary = 4 points
A glossary of 4 key terms related to foundational concepts and methods in your major and discipline.
5. 1 Community Event Reflection = 4 points
Reflection on community event attended (either virtual or in-person) and its relationship to the terms introduced in the Easy A Letters.
6. 1 Final Reflection = 4 points
Final personal reflection on course and key terms.

Reflection Evaluation Criteria

<p>Satisfactory (4-3 points): The reflection represents careful, engaged, organized, open-minded, and clear reflection on the prompts provided. The writing is easy to understand, flows clearly from idea to idea, and is free of grammatical, spelling, and format errors.</p>
<p>Unsatisfactory (2-0 points): The reflection represents careless, disengaged, unorganized, perfunctory, or unclear reflection on the prompts provided. The writing contains grammatical, spelling, and format errors that interfere with clarity and easy comprehension.</p>

How Else Might My Grade Be Affected?

1. All assignments must be completed to pass the course.
2. No late assignments accepted.

Is Extra Credit Available?

No.

University Policies

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is Dallas Swafford, Director of Student Disability Services.

325-942-2047

dallas.swafford@angelo.edu

[Houston Harte University Center](#) 112

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you

may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

Student Conduct Policies

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Tentative Schedule
 GS 1181: Freshman Seminar
 August 23-October 15, 2021

Week #	Monday	Wednesday
1	8/23	8/25
Learning Letter	Introduction to Course	Easy A Letter 1: Aspire
Assignments Due	Student Letter to Future Self	Reflection 1
2	8/30	9/1
Learning Letter	Easy A Letter 2: Attraction and Aversion	
Assignments Due	Reflection 2	Information Literacy Assignments 1-6 Due
3	9/6	9/8
Learning Letter	No Assignments	Easy A Letter 3: Attend
Assignments Due		Reflection 3
4	9/13	9/15
Learning Letter	Easy A Letter 4: Attitude	
Assignments Due	Reflection 4	Information Literacy Assignments 7-12 Due
5	9/20	9/22
Learning Letter	Easy A Letter 5: Analyze	Easy A Letter 6: Apply
Assignments Due	Reflection 5	Reflection 6
6	9/27	9/29
Learning Letter		Easy A Letter 7: Ask, Answer, and Assist
Assignments Due	Summary 1 Due	Reflection 7
7	10/4	10/6
Learning Letter		Easy A Letter 8: Again
Assignments Due	Summary 2 Due	Reflection 8
8	10/11	10/13
Assignments Due	Community Event Reflection Paper Due	Final Reflection and Student Glossary Due

TWO ONE-PAGE SUMMARY ASSIGNMENTS ON EASY A TERMS

What is the Purpose of these Assignments?

To practice writing a summary using available library resources.

What is a Summary?

When we summarize a piece of writing, we write in our own words the most outstanding ideas another writer makes in his or her own writing *without evaluating* those ideas. A summary will be much shorter than the text we summarize because we only highlight the most important ideas offered in the original text. For example, it would only take us a few minutes to summarize the plot of a recent movie that we have seen for a friend, even though the movie may have lasted 90 minutes or longer. This is the value of summary: we can communicate a big idea or several connected ideas in a short amount of time or writing space.

Why is Summarizing Important in College?

Summarizing plays an important part in academic writing. Before we can productively enter the conversation on a given topic, we need to develop a careful understanding of what has already been said. For academic purposes, developing such an understanding often involves doing library research to find relevant articles on a particular subject and then reading (and rereading) those articles carefully until we fully understand the complex ideas they present. We have to understand the existing body of knowledge before we can meaningfully contribute to it. After developing an understanding of the ideas already in play in the conversation, we become better positioned to offer our own perspectives on a given topic by placing them in the context of what has already been said. In other words, when we write academic essays, we often do so in response to ideas set forth in an ongoing “conversation” on a particular issue. If we do our jobs well in this research and reading stage of the writing process, we will be able to summarize a lot of complex information for our readers and thereby provide the proper conversational context for them to understand the issues we address in our essays.

The Summary Assignment

Because summarizing is such an important part of the academic writing process, it’s an academic skill you should get comfortable with early in your time as a college student. This assignment will give you the opportunity to practice this skill. Here are the specific details of your one-page summary assignment:

1. **Find and Print the Article Using the Library Database:** Access the library database and search for an article on one of the Easy A terms as it relates to your major or discipline. This article may be from a popular magazine, newspaper, or peer reviewed scholarly journal. We will review how to access articles in class, and you may request assistance from library staff as well.
2. **Scan and Read the Article:** Scan the article without reading. How long is it? Identify the main sections as divided by subtitles and illustrations. Then read the article at least twice through. While reading the first time through, take note of the main point the author is trying to make in the essay. During the second time through, pay closer attention to the evidence from other sources the author uses to support the larger point of the essay. Highlight or underline important words and sentences along the way.
3. **Draft a Summary:** Draft a rough summary, proceeding as though you were just describing the article to a friend. Give this imaginary audience a sense of what the author’s main idea is and what evidence or sub points he or she presented to make the overall point. Your main goal in this step is to just write out the main points of the summary in a way that makes sense to someone just like you. Aim for about 250 words.
4. **Revise the Summary:** Revise the draft you created in step three, making sure you’ve summarized the main ideas of the article accurately and objectively. This summary will be a no more than one page typed and should include an original title, an introductory paragraph introducing the author, title of article, title of journal, and general topic. The summary should have one or two more paragraphs that summarize the significant ideas contained in the article. Remember, your sole task is to condense and explain the information in the article as clearly and accurately as possible; you should not evaluate it or let on in any way whether you liked the article or not. Additionally, adjust the tone and style of your writing so that it is a little more formal. Think of your professor as your audience now instead of your friend. **Note:** It’s usually best to work with a partner during the revision stage to get an outsider’s perspective on how your writing is coming along. Be sure to partner up with someone from class to exchange drafts so you can offer each other feedback.

5. **Edit the Summary:** Now that you have drafted and revised your summary, your content should be in pretty good shape. It should provide a concise yet accurate and complete description of the main ideas in the article without passing judgment on the article itself. Now edit the summary carefully, checking carefully for typographical errors, spelling mistakes, confusing sentences, or awkward phrasing. Again, it's best to exchange drafts with a classmate at this stage so you can help each other out with careful editing. Since summaries are short, try reading it out loud to your partner so he or she can listen carefully for confusing or awkward passages and point them out to you. Return the favor by listening to your partner read his or her summary to you.
6. **Submit the Summary**
Finally, submit this summary along with the copy of the article you've summarized.

Summary Assignment Evaluation Criteria

Satisfactory (4-3 points): The summary concisely yet accurately reflects the full range of ideas presented in the original article and does so using audience appropriate language and style. The writing or recording is easy to understand, flows clearly from idea to idea, is free of grammatical, mechanical, spelling, and format errors, and does not express the author's personal opinion about the quality or validity of the ideas presented in the article.

Unsatisfactory (2-0 points): The summary misrepresents the ideas presented in the original article and/or fails to recognize several significant ideas offered in the original article. The writing or recording is difficult to understand and/or stylistically inappropriate for an academic audience, and it contains grammatical, mechanical, spelling, and format errors that interfere with clarity and easy reading/listening comprehension. The author expresses his or her personal opinion about the article and/or its ideas in the summary.

Student's Name
Professor Musgrove
GS1181
Assignment Title
Date

Title of Paper

For the purposes of this class, this page demonstrates the standard format for all papers. Left, right, top, and bottom margins are set at one inch. The standard heading at the top left is left-justified and single-spaced. After the heading, the title of the essay is centered above the body of the essay. This title does not require quotation marks or underlining, nor does it need to be bold.

All of the other text is left-justified, double-spaced, and set in Calibri, Arial, or Times New Roman font no larger than size 12. The first line of each paragraph begins with a one-half inch tab or five spaces, and there should be no extra spaces between paragraphs.