Schedule for INT 111: The Whole Picture: Diving Into the Deep End Fall 2019

Locations classroom unless otherwise noted

Week 1: AM Meeting Times (9:00-11:00 am, except start at 8:30 am Mon & Fri), PM Meeting Times (generally 1:00-3:00 pm)

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| **Week 1** | **Day 1 (Mon, Aug 26)** | **Day 2 (Tues, Aug 27)** | **Day 3 (Wed, Aug 28)** | **Day 4 (Thurs, Aug 29)** | **Day 5 (Fri, Aug 30)** |
| **Texts Due** | • *Make It Stick (MIS)* Chapter 1• *Transitions to College Writing (TCW)* pp 12-16, 20-25, 36-42, 45-46• Syllabus | *This Fleeting World (Fleeting World)* (pp 1-66)  | *Fleeting World* (pp. 67-102) | *Meditations on First Philosophy (Meditations)* |  |
| **Assignments Due** | Daily Response: Autobiographical Essay- Write an introduction to yourself for the class. This autobiography should be 400-600 words and should include your present passions, your reasons for coming to college, and thoughts you have about your future self. You should plan to take 3-5 minutes of time to share your introduction during the morning session. | Daily Response: Apply 3 techniques covered in *TCW* and *MIS* to reading *Fleeting World*. In 200-300 words describe which techniques you applied and your experience using these techniques. How did this process differ from your usual practice, if at all? | Daily Response: Develop 2 discussion questions and a 200-300 word paragraph that begins to answer one of them. | Daily Response: Provide a 400-600 word summary of the *Meditations on First Philosophy* | Daily Response: Read the campus newsletter and comment on what you find interesting and what events you might be interested in attending (~200-300 words) |
| **AM Class** | • 8:30 am Meet in classroom for Convocation• Introductions (using Autobiographical Essays)• Review syllabus and class policies | • Finish discussion of *MIS/TCW*• *Fleeting World*  | • Quiz• Final discussion of *Fleeting World* | • Lecture by Jim White on *Meditations* (Kimmel Theater)• Discussion of *Meditations*  | 8:30-10:00- Mini exam |
| **PM Class** | Discussion of *MIS* Chapter 1 and *TCW* | • Discussion of *Fleeting World*• Panel on *Fleeting World* (Kimmel Theater) | No class | • Discuss *Meditations*• POGIL on technology in the classroomPrepare for exam | • Discussion on shared classroom norms• Introduction to “Letters to My Son” |

Week 2: AM Meeting Times (9:00 - 11:00 am; except Wed TBD), PM Meeting Times (1:00 - 3:00 pm except Wed TBD)

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| **Week 2** | **Day 6 (Mon, Sept 2)** | **Day 7 (Tues, Sept 3)** | **Day 8 (Wed, Sept 4)** | **Day 9 (Thurs, Sept 5)** | **Day 10 (Fri, Sept 6)** | **(Sat, Sept 7)** |
| **Texts Due** | • “Letters to My Son”• *Native Guard* | • Reread selections from *Native Guard* (Graveyard Blues, King Cotton, Miscegenation, plus two additional poems of your choice)• “To Live in the Borderlands”  | *TCW* pp. 73-77 | • *Seven Brief Lessons on Physics (Physics*) pp. 3-64• Quatitative Reasoning (QR) Introduction | *Physics* pp. 65-81 |  |
| **Assignments Due** | Daily Response: What are the main themes present in Coates’ “Letter to My Son?” Write a brief (200-300 words) response in which you identify one of the main themes in Coates’ work and reflect upon how this theme impacted you in your first reading of the text.  | Daily Response: Select two of Natasha Trethewey’s poems from *Native Guard* and write a brief reflection (200-300 words) in response to your reading. Why did you choose these two poems? What images were especially powerful to you, personally? Can you draw any connections between the two poems that you chose? | • SS Time Log• Daily Response: Part 1: reflect on your first college exam and how you approached it in the context of what we’ve read from *MIS* and *TCW* (week 1) and include a paragraph that focuses on what you did well and one that focuses on areas for improvement. (200-300 words); Part 2: Address the following: How have you been taught or how do you think that scientific ideas get developed and become accepted by the scientific community and by the public? Use a concrete example of a scientific idea that you are familiar with. (200-300 words) | Daily Response: Write a brief response (200-300 words) addressing the following questions: How does the reading support or contradict your description of the way that scientific ideas get developed and become accepted? Provide examples from at least 2 of the following chapters (chapters 1, 2, and 4).  | Daily Response: Think about the first question that Rovelli proposes at the start of the 2nd paragraph on page 65. Write a brief response (200-300 words) that incorporates connections to Meditations and This Fleeting World; Also write 2 sample exam questions---rephrase some main concepts in your own words (pg 16 of MIS); Think about this in the context of exam preparation. | • First Draft of Paper Due at noon• Share First Draft with others in peer group |
| **AM Class** | Discuss “Letter to My Son” | • Continued discussion of “Letter to my Son” • Discussion of *Native Guard* and “Borderlands”• Review/debrief exam | Time management Student Success Sessions (time TBD) | Introduction to *Physics* | QR worksheets (bring electronic device with spreadsheet software) |  |
| **PM Class** | Continue discussion with video *Race--The Power of Illusion* | Continued discussion of “Letter to my Son” and *Native Guard* | Individual meetings with faculty member (time TBD) | • Continue discussion of *Physics*• QR worksheet• review of *TCW* | • Discuss *Physics*• Preparation for peer review session  |  |

Week 3: AM Meeting Times (9:00 am - 11:00 am except Mon & Thurs), PM Meeting Times (1:00 - 3:00 pm except Wed & Thurs)

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| **Week 3** | **Day 11 (Mon, Sept 9)** | **Day 12 (Tues, Sept 10)** | **Day 13 (Wed, Sept 11)** | **Day 14 (Thurs, Sept 12)** | **Day 15 (Fri, Sept 13)** |
| **Texts Due** | Read peer-group essays; *Fun Home* (Chapter 1) | *Fun Home* (Chapters 2-5) | *Fun Home* (Chapters 6-7) | Recommended: Listen to music from *Fun Home the Musical* | Fresh Air podcast |
| **Assignments Due** | • QR worksheet• Peer Reviews• Daily Response: Reflect on your draft of the Coates essay. In 200-250 words, answer the following questions about your writing:What specific aspects of your writing are you proud of? What has been your greatest struggle in writing this draft?If you were given another 24 hours to work on this paper, what you would you do?What kinds of feedback are you most interested in receiving?  | Daily Response: Address the following questions in 200-300 words: How would you describe Bechdel’s narration style (e.g. the writing outside of the balloons, the illustrative aspects)? What are your favorite panels with respect to visual aspects and why? What are your favorite sections of with respect to the written text and why? What aspects are communicated by visuals more effectively than simply through the written text? Any aspects that are communicated more effectively through written text than visuals? | Daily Response: Using the question stem documents provided to you, develop two lower-order and three higher-order questions about *Fun Home* to prepare for the Scored Discussion. Lower-Order Questions: Remembering, Understanding, ApplyingHigher-Order Questions: Analyzing, Evaluating, Creating, Deductive/Inductive, Perspective-Taking, etc.  | • Revised paper is due at 10:00 P.M. • Daily Response: Write 5 sample exam questions.  | Daily Response: Address the following questions in 200-300 words: How does Fun Home work as a graphic novel? How does it work as musical? Choose a particular shared moment from the graphic novel and the musical. How does setting an action or a moment to music change its presentation in *Fun Home the musical* compared to that same moment from the graphic novel? Does it affect your reaction in any way, or change the emphasis of that moment? |
| **AM Class** | • Discussion of writing as a process/revision facilitated by Jen Rouse or Jen Ferrell• Discuss graphic novel as form• Discuss chapter 1 of *Fun Home*(time and location TBD)  | Discuss *Fun Home* | Scored Discussion on *Fun Home* | Guest lecture by Scott Bradley, Scott Olinger, and Caroline Price (location TBD) | • Return QR worksheets• Discussion of *Fun Home* |
| **PM Class** | Guided peer review | • Evaluating sources facilitated by Consulting Librarians• Prepare for scored discussion | Individual meeting with Student Success Instructor (time TBD) | Wellness Student Success Session (time TBD) | Review session and preparation for cumulative final exam |

Week 4: AM Meeting Times and PM Meeting Times as noted

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| **Week 4** | **Day 16 (Monday, September 16)** | **Day 17 (Tuesday, September 17** | **Day 18 (Wednesday, September 18)** |
| **Assignments Due** |  | • Final Draft of Paper due at noon• Daily Response: In 200-300 words, (1) summarize the specific feedback that you received from your peers and your faculty member on earlier drafts of this work, along with their rationale, and (2) explain what revisions you chose to make (and not to make) based on this feedback, along with your rationale. You may also share (3) what additional revisions you would like to make to the paper, should you continue to work on it at a later date for your own satisfaction.  | • Portfolio final reflection and submissions due at 3:00pm• Bring draft of reflection to class |
| **AM Class** | 8:30-10:00 am Cumulative Final Exam part 1  | No class | Bring an electronic device to class today• 9:00 am-10:00 Upper-class student panel (King Chapel)• 10:00-noon Course evaluations; Discuss Final portfolio reflection |
| **PM Class** | 1:00-2:30 pm Cumulative Final Exam part 2 | • 1:00-3:00 Introduction to final reflection assignment• Liberal arts education and engaged citizenship | No class |