

**Nor'easter First-Year Seminar -FYS 110-X**

**CRN 21603**

**University of New England**

**FALL 2025**

**TUESDAY/FRIDAY 12:30pm-1:50 p.m. \* Decary 209**



René Magritte- *Les valeurs personnelles* (*Personal Values*), 1952

**Instructor:** Jesse Miller

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**Office Hours:**

**Tuesday/Friday:** 10:00-11:00 pm;  
**Wednesday:** 10:00-11:00 am and 1:00-  
2:00 pm; and by appointment. Sign up for  
times [here](#) or look for the link at the  
bottom of my email.

**Office:** Marcil 106

**Course Site:** <https://miller-fys.uneportfolio.org/>

**Welcome to UNE and to your first-year seminar!** College is more than just classes, assignments, and grades. It's about discovering who you are, finding your place in the world, and building a foundation for lifelong learning and success. The Nor'easter First-Year Seminar (FYS) is designed to help you navigate this exciting journey, connecting you to big ideas, practical skills, and a community that wants to see you thrive. **We're glad you're here.**

In this course, you will reflect on your beliefs and values, strengthen your critical thinking and writing skills, and explore what it means to be part of the UNE community. You'll engage in deep discussions, participate in hands-on projects, and develop habits that will serve you well both inside and outside the classroom. And along the way you may even build lasting relationships with your peers and instructor and discover your unique niche! We can't wait for you to experience everything that this community has to offer!

## **Course Description - *What's this course all about?***

The Nor'easter First-Year Seminar (FYS) at the University of New England is designed to a) support first-year students' transition into the academic and social fabric of college and b) help them align personal growth with academic success. Centered around the *This I Believe* text, this seminar invites students to explore their own values, beliefs, and aspirations in the context of UNE's vibrant community. Through regular reflective writing, group projects, and guided discovery, students will engage in a journey of self-discovery and connection, examining the experiences and beliefs that shape who they are today and envisioning the path(s) they wish to pursue at UNE.

More than an introduction to college, this course connects students with UNE's many resources and opportunities, helps them build the skills and perspective they need to thrive both inside and outside the classroom, and provides them the space to develop a meaningful foundation for their academic journey.

## **Student Learning Outcomes – *What will you learn in this course?***

Upon completion of this course, students will be able to:

1. Identify available student services on campus, such as those offering academic assistance, health and wellness support, financial aid, technology resources, and career counseling.
2. Develop a plan for academic success that utilizes evidence-based learning strategies and an understanding of UNE core values, the academic code of conduct, and the Nor'easter core curriculum.
3. Articulate the opportunities and responsibilities that result from membership in a community with a shared purpose, whether university/local, regional, and/or global.
4. Demonstrate the ability to share ideas, evaluate arguments, and/or pose questions related to the disciplinary/interdisciplinary/interprofessional content, either orally or in writing.
5. Demonstrate the ability to locate academic and/or scholarly sources to answer questions posed by the disciplinary/interdisciplinary/interprofessional lens of the course.

## **Course Objectives – *What are the goals of this course?***

This course will help you:

- Develop a stronger sense of personal identity and purpose.
- Improve your ability to think critically and communicate effectively.
- Acquire the academic skills necessary to succeed in college.

- Build connections with faculty, staff, peers, and campus resources.
- Learn strategies for academic success and personal growth.
- Engage in meaningful discussions about values, beliefs, and ideas, and come to a better understanding of your own in the process.

## **Materials – *What do you need for this course?***

Allison, J., & Gediman, D. (Eds.). *This I Believe: The Personal Philosophies of Remarkable Men and Women*. New York: Henry Holt & Company, 2007.

## **Course Content & Expectations – *What will we do and how can you be successful?***

1. **Writing Assignments**—Writing will be central to our exploration in this course. Through a series of short reflective assignments, you will build toward a polished *This I Believe* essay. Much of this writing will be done in class, giving you the chance to receive real-time feedback and support.
2. **Focused Exploration**—In alignment with the seven tenets of the Nor'easter Curriculum, you will engage with selected essays from *This I Believe* and other readings to explore meaningful topics and pursue areas of personal interest. These activities will strengthen your skills in information literacy and critical thinking while encouraging you to examine issues from multiple perspectives and connect them to your own experiences.
3. **Project-Based Group Learning**—Collaboration and problem-solving are key skills in both academic and professional life. This part of the course will give you the opportunity to discover more about what it means to be a part of the UNE community by engaging you in a hands-on group project requiring creativity, teamwork, and critical thinking. Your group project(s) will center on one or more of the following themes:

**Sustainability:** What does sustainability mean in the context of the UNE community? How does the work of sustainability at UNE impact communities outside the university? How will our vision of sustainability influence the work you'll take on in the future?

**Civic Engagement:** What is civic engagement in the context of the UNE community? How does positive civic engagement contribute to the health and wellbeing of a vibrant community? How can students play a positive role in civic engagement that not only advances understanding but also welcomes different perspectives and solutions to complex human issues?

**Research and Community:** How is UNE not only a repository of knowledge but also at the cutting edge of deep learning? What role does research play in the success of the university on all levels?

4. **Academic Skills Workshops**—Success in college doesn't happen by chance; *it happens by building strong academic habits*. Throughout the semester, you will participate in workshops covering essential skills such as time management, effective studying, and critical reading strategies.
5. **Student Engagement Threads**—Being part of a community means more than just showing up to class. Throughout the semester, you will participate in activities that connect you to the broader UNE experience, whether through campus events, service opportunities, or interactions with faculty and staff outside of class.

## **So, what do you need to do to be successful in this course? *Simple!***

**Show up and engage with integrity** – Being present, both physically and in spirit is what makes this course a meaningful experience. Your presence and your contributions make a difference!

**Be open and respectful** – We'll be exploring diverse perspectives and ideas, and your ability to respect your peers is a key to your learning and building community with your peers.

**Put in the effort** – Read, write, participate, and reflect, to get the most out of this class!

**Pay attention** – Deadlines and details matter in college! Read assignment descriptions, ask for clarification, note important dates, and submit your highest quality work on time.

**Ask for help** – We’re here to support you, and as you’ll see, there are loads of resources at your fingertips when you’re ready; if you need help, reach out!

## **Course Grading – *What are all of these components worth?***

- **Short In-Class Writing Assignments.....20%**
  - *4 x 5 pts each; 1 pt bonus for each over 4*
- **Group Project (Themes).....10%**
- **Group Project (Insider’s Handbook).....10%**
- **Journals.....10%**
- **Final *This I Believe* Essay.....20%**
- **Workshops and Engagement Threads.....15%**
  - **Attend 1 Workshop AND 4 Engagement Threads**
  - *3 points each*
  - [Schedule](#)
- **Citizenship (Participation, Attendance, and Class Engagement).....15%**

## **Course Schedule – *What will we do inside/outside of class and when are things due?***

**Workshops and Engagement Threads** Weekly.

**Group Project (Themes)** Weeks 6-8.

**Group Project (Insider’s Handbook)** Weeks 12-15.

***This I Believe* Essay** Finals week.

## ***Note: these due dates are tentative.***

Important dates to note/include in course schedule ([link to academic calendar](#)):

**Wednesday, August 27** – official start of fall semester

**Monday, September 1** – Labor Day holiday, no classes

**Wednesday, September 3** – Last day to add or drop classes for Fall semester (classes dropped on or before this date will not appear on transcript)

**Friday, October 10** – classes follow Monday schedule

**Monday, October 13** – Indigenous Peoples Day (no classes)

**October 14-October 21** – Mid-term academic progress reporting period (instructors enter “U” or “S” for each student – *opportunity to discuss with students what this means for this course and in general, and future outlook*).

**Monday, October 27** – Last Day to withdraw from class with a “W” grade (after this students may petition for a “late withdrawal”)

**Tuesday, November 11** – Veteran’s Day recognition, no classes 11 am – 1 pm

**Thursday, November 20** – Freshman registration (advanced – 7 am, regular – 9 pm)

**November 26-28** – Thanksgiving holiday (no classes)

**Friday, December 5** – Last Day of Classes

**December 8-12** – Final Exam Week (schedule posted around the fifth week)

*Note the University policy on final exams states that “Final papers, projects, or exams are not permitted to be due during the last week of the course. Generally, undergraduate courses should schedule final exams and paper/project submissions during finals week.” (full policy [here](#)) For this reason, the final This I Believe essay as the culminating assessment should be due during finals week. Guidelines and a rubric will be provided.*

## **Course policies – *what else do you need to know to be successful in this course?***

### **Communication Note:**

Emails should be addressed professionally, with a subject line that includes the name or number of the course, a salutation, and a signature including your full name. ALSO, there is an expectation that you will check your email at least every other day. Otherwise, you may miss vital and timely messages from me.

### **Attendance Policy and Tardiness Specifics:**

In alignment with the [University Attendance Policy](#), all students are expected to attend all classes for which they are registered and to hand all assignments in on time. Absences due to religious observances and scheduled varsity intercollegiate competition are necessarily excused. Additional absences may be excused at the discretion of the instructor and some form of documentation may be required. Details regarding course-specific attendance policies are at the discretion of the instructor and included in the course syllabus (below).

Students who are absent from class should:

- communicate in advance (whenever possible) the details of any absence to their faculty and other university-wide reporting mechanisms as applicable;
- engage in meaningful follow-up with the instructor to make up any missed work in a timely manner, as agreed upon by the instructor, and;
- adhere to specific attendance/absence policies as included in the course syllabus.

In this course specifically:

- You will earn “points” for each class you both attend and make meaningful contributions to the work of the class—discussion, peer review, groupwork, etc. (**.5 point for attendance and .5 point for meaningful contributions**). I think and refer to this combination of engagement as “Citizenship” in our learning community. This semester, we have 26 classes scheduled, so attendance and some meaningful contributions during each class session helps you earn **1 points toward your overall all class grade each class**. This means it’s possible to earn more than 15 points, or bonus points, towards your overall grade, even if you’ve missed some classes by exceeding a 23-class “threshold” of attendance and meaningful contributions. For every class you attend and make meaningful contributions beyond the 23 class threshold, you can earn 1 point toward your overall class grade (**.5 point for attendance and .5 point for meaningful contributions**).
- Occasional absence is to be expected. I’ll keep a record of your attendance and will reach out if and when a pattern of absenteeism emerges. You shouldn’t expect to pass the class if you miss

more than 4 classes; missing 2 classes is like missing 2 full weeks of class.

- When an absence is planned, follow the university's attendance policy and communicate with me directly and in advance to arrange for submission of assignments. If the absence is unforeseen, contact me as soon as possible and provide documentation of the reason for absence. Extenuating circumstances will be considered on a case-by-case basis.
- You'll be responsible for remaining up-to-date and informed of our daily activities and of any changes made to the readings or assignments. If you've missed a class, you should consult the course site first (which will have the most recent version of our schedule and assignments), check in with your peer review group or someone else from class next, and then with me if you still have questions.
- All missed work we do in this class will be your responsibility.
- It is not possible to "make-up" in-class Citizenship, including peer review, or discussion, however, there is an option to earn full credit even if you've missed a class (see above) as well as *bonus* points for showing up and making meaningful contributions beyond the "threshold" attendance/meaningful contribution baseline. I am happy to represent—as best I can—any class discussion you might miss during my office hours.

A virtual structure will underpin the class. You'll see a weekly menu posted on our course site the day before our meeting that week typically by 3pm. The menu will contain checkpoints throughout the week—whether you are in class or not, those checkpoints need to be met on time in order for you to succeed.

**You are responsible for keeping yourself on task and keeping up with the assignments.**

**A Note About Technology:**

We'll be using ePortfolio this term. Please bring your charged laptop to each class. I may be able to bring you a loaner Mac to use in class, but I'd need a heads-up. Too, we may be using Youtube and other digital tools this term to capture and reflect on our work this term.

You will likely visit the [UNE DigiSpace](#) for assistance over the semester. I'm certainly here as a resource as well.

**Being a Citizen of the Class:**

A large portion of your grade (15%) in this class can be earned through your ability to demonstrate exceptional classroom citizenship. This grade is MORE than just class participation, but a holistic performance as a member of our learning community this semester. Your preparation, focus, willingness to do the work of the class, and attitude all shape this grade. Attendance and active participation are **necessary** to succeed in this class. This is a process-oriented course requiring significant amounts of scaffolding writing, group work, rehearsal, revision, and discussion. **Robust** participation in our class meetings, workshops, conferences, and any HW assignments help to increase your Class Citizen grade.

Because of the nature of this course, class attendance is required. **In general, participation CANNOT BE MADE UP.** You can't earn credit if you are not here and engaging with the class. **You are responsible for keeping yourself on task and keeping up with the assignments.**

**Being a Citizen of this Class (Meaningful contributions):**

Beyond just being in the room each class, a non-trivial portion of your grade (15%) in this class can be earned through your ability to demonstrate exceptional classroom citizenship. This grade is MORE than just class participation, but a holistic performance as a member of our learning community this semester.

You preparation, focus, willingness to do the work of the class, and attitude all shape this grade. This semester, your preparations for and contributions in class will comprise this grade.

#### **Late Work:**

In order to succeed in this class, and in order for this class to succeed, you will need to complete the coursework on time. If you fail to complete an assignment on time, your assignment grade will drop an entire letter, including MAJOR ASSIGNMENTS, e.g., a “B” becomes a “C” automatically. Anything more than 4 days late becomes a zero. Journals are to be posted before class time. If you did the work (the homework) you get credit. If you didn’t, you can’t earn credit—it’s that simple. If you are having difficulty meeting deadlines, please reach out to me as soon as possible by appointment. I am happy to work with you to get things back on track if you are dedicated to the task. I reserve the right to consider unusual and/or extenuating circumstances, but let’s be very clear: Just like the real world, deadlines matter a great deal. You will not fare well at UNE (and beyond) well if you flout or disregard them.

#### **ePortfolio:**

We will be using an ePortfolio to capture your work this semester. We’ll delve deeper into specifics, but for now, please understand that this class, this community, is focused on incremental and noticeable development—and ePortfolio allows you to capture and curate your efforts.

#### **Journals:**

You will be assigned roughly a 30 or so journal entries this term. Treat the journals seriously and you will earn full credit. Journals are either/or: Completed and posted **ON OUR COURSE SITE** on time, or not done. Journal work, which is really GROWTH AND REFLECTIVE WORK, is done on time for full credit (FULL) or not at all (ZERO). **Each journal is valued at .333 points of your overall class grade.**

To be fair to everyone in the class, journals cannot be made up if you miss them or you post them late—please don’t ask me to bend the rules meant for every student. However, as your journal grade counts toward 10 % of your overall class grade, you have the ability to earn “bonus” points by completing more than 10 points worth (so once you complete **25** of the 30ish journals, you’ll earn .5 bonus points for each after that).

These entries could be a series of analytical questions or sometimes just an outline. **Entries should be 200-300 words if not otherwise indicated.**

The purpose of the journal is to spend time away from the “classroom” thinking and reflecting on class activity and performance. These are very much writings for public consumption within the classroom, and I will likely draw on your responses to share with the class from time to time.

While I won’t be scrutinizing these responses as carefully as, say, your This I Believe paper, it is always important to proofread your communications for grammar and spelling. Too, textspeak/internet-y slang (e.g. “C u l8r” instead of “See you later”) isn’t quite appropriate for our intellectual forum. Plus, I’m old and need you to help me understand what you’re saying!

Word to the wise (that’s you!): The semester is a fluid thing: cancellations, illness, holidays, snow days, life-changing epiphanies, etc. I occasionally assign entries germane to our study “on the fly”—it’s your responsibility to **PAY ATTENTION in class and be responsible for each entry.**

#### **Other Concerns:**

Throughout the semester we may be discussing some **controversial social issues**. I encourage you to

think critically about these issues and to contribute positively by respecting others' views. If you cannot be respectful to your fellow classmates (and me!), you will not be welcome in my class.

**Distraction and Disruption Policy & Technology Etiquette:**

**PHONES:** If you must bring your cell phone to class, please set it to vibrate or **SHUT IT OFF**. Please **KEEP YOUR PHONE OUT OF SIGHT**. Disruptions—large and small—to the class will not be tolerated. Please do not text during this class. Please stop trying to hide your phones in your laps—I can see them!

**LAPTOPS:** We'll use laptops frequently, but we are all aware of how easy it is to get distracted online (I am **THE WORST** at distraction). Typically for homework, I'll offer you some time to refresh your memory and review your HW responses(s) (a minute or two) before we launch into our discussion. After this, **laptops will need to be closed so we can focus, talk, and learn**. It's obvious if you're engaging in other work or play online and it distracts me, honestly, but it also creates particularly bad energy for our community. Please: Focus, remain on-task, and DO NOT text or chat virtually during class. Again, I can tell when you're choosing distraction over focus, and your grade will reflect your level of engagement.

**UP AND DOWN:** It is very distracting when students come and go during class time—my expectation is that you'll be in the room during class. That is, after all, where the learning happens. Simply put: I cannot teach this class if you are routinely leaving and returning during class discussion, and to be fair to everyone in class, **I cannot allow for a distracting learning environment**. Please use the bathroom ***before*** or ***after*** class. Leaving the room, excessively, means you were not fully present, and your Citizenship grade will diminish significantly.

If leaving class becomes a pattern I will:

- Note this pattern in UNE's student retention/success system, activating an alert that pings your advisor.
- Have a conversation with you about what's going on.

If the pattern continues, I will raise the issue with the Academic Director of the School of Arts and Humanities; next steps may include a penalty on your overall grade. Passing the class may no longer be an option at this point.

If you are having an actual emergency—bathroom or otherwise—please attend to it outside the room, **but reason and logic dictate that emergencies are events that cannot happen regularly during class**.

Also, **PLEASE** be courteous and respectful to the class when coming and going.

**PLEASE** do not start packing up your materials until class has ended.

**PLEASE** do not use headphones in this class unless I signal it's permitted (in-class writing).

**PLEASE**, (again) when using your laptop, focus on our class work. I notice when you are breaking focus.

**PLEASE** do not get up during class to throw out your trash or leave the room unless it is an emergency. If a pattern of disappearance emerges, we'll need to have a conversation.

External discussions and chatting during class will not be permitted. I will eliminate unwanted talking by first addressing the problem with you. The second step could be to change your seat. Lastly, if the issue keeps up, you will leave my classroom. I reserve the right to assign seating arrangements at *any time* during the semester.

Food and drinks are permitted in the classroom as long as they are not a distraction.

**Following these guidelines shows respect for your me, your classmates, and the overall learning environment of the class.**

#### **Use of AI Text Generator/ChatGPT and Other Unauthorized Tools:**

Our class **prohibits** the use of Generative Artificial Intelligence (AI) programs (ChatGPT, ClaudeAI, Grammarly, etc.) for any work or assignments. The reading, writing, and critical thinking activities [faculty should modify activities list, as appropriate] central to the course learning outcomes cannot be developed when AI is used. Submitting work partially or completely generated using AI is not allowed. It will be treated as a violation of the university's Policy on Academic Integrity.

Note: Some students might not be aware they are using AI assistance with Grammarly's AI function. A quick Google search reveals the following way to disable it:

*Your Grammarly settings can be found on your Account Settings page. If you no longer wish to use Grammarly's generative AI features, open your account settings, go to the Feature customization page, and switch off the generative AI settings.*

#### **UNE Policies & Resources – *what do you need to know to navigate UNE?***

##### **UNE and College of Arts and Sciences Academic Policies and Student Information**

See <https://www.une.edu/catalog/2025-2026/undergraduate/academic-policy> for general university undergraduate academic policies and <https://www.une.edu/student-affairs/student-conduct/student-handbook> for the current version of the UNE Student Handbook. College of Arts and Sciences academic policies and procedures are found here: <https://www.une.edu/cas/academic-policies>.

##### **Undergraduate Grading Scale**

All sections of the Nor'easter First-Year Seminar use a common grading scale to convert weighted percentages to their corresponding letter grades:

A	93.0-100%
A-	90.0-92.9%
B+	87.0-89.9%
B	83.0-86.9%
B-	80.0-82.9%
C+	77.0-79.9%
C	73.0-76.9%
C-	70.0-72.9%
D	60.0-69.9%
F	<60%

## **ACADEMIC INTEGRITY**

THE UNE STUDENT HANDBOOK STATES: The University of New England (UNE) values academic integrity in all aspects of the educational experience. Any behavior that provides a student with an advantage or provides another student with another advantage or disadvantage may be considered academic misconduct. Academic misconduct in any form undermines academic integrity and devalues the original works and contributions of others. It is the responsibility of all members of the university community to actively uphold academic integrity. ([UNE Student Handbook](#), 2024, p. 18)

Academic misconduct includes, but is not limited to:

**a. Cheating:**

- Copying from another individual's academic work, test, quiz, or other assignment.
- Receiving, providing, and/or seeking assistance/aid from another individual to complete academic work, test, quiz, or other assignment.
- The use of materials or devices during academic work, test, quiz, or other assignment which are not authorized.
- Possession or use of current or previous course materials without the instructor's permission.
- Obtaining, or coercing another person to obtain, an unadministered test, test key, homework solution or computer program/software.
- Substituting for another person, or permitting another person to substitute for oneself, to complete academic work.
- Uploading, downloading, or accessing complete or incomplete academic work, test, quiz, or other assignment without the prior approval of the instructor.
- Falsifying research data, laboratory reports, and/or other academic work offered for credit.
- Altering and/or destroying the work of another student.
- Failing to comply with instructions given by the person administering the academic work, test, quiz, or other assignment that results in academic misconduct not enumerated above.

**b. Plagiarism/Self-Plagiarism:**

- The representation of words, ideas, illustrations, structure, computer code, other expression, or media of another as one's own and/or failing to properly cite direct, paraphrased, or summarized materials.
- The submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

**c. Collusion**

- Any unauthorized collaboration or attempted collaboration with another individual to complete academic work, test, quiz, or other assignment that results in similarities in the work, including, but not limited, to providing unauthorized assistance to another student and/or allowing another student access to completed academic work.

**d. Falsifying Academic Records**

- Altering or assisting in the altering of any official record of the University and/or submitting false information.
- Omitting requested information that is required for, or related to, any official record of the University.

**e. Misrepresenting Facts**

- Providing false grades or falsifying other academic information.
- Providing false or misleading information in an effort to injure another student academically.

- Providing false or misleading information in an effort to receive credit for attendance or a postponement or an extension on academic work, test, quiz, other assignment.

#### **f. Violation of Professional Standards**

- Any act or attempted act that violates specific Professional Standards or a published Code of Ethics.

NOTE: *Students may be held accountable under this policy based on the applicable standards of their college or school of enrollment, declared major, degree program, and/or pre-professional program.*

#### **g. Unfair Academic Advantage**

- Any other action or attempted action that may result in creating an unfair academic advantage for oneself or may result in creating an unfair academic advantage or disadvantage for another student.

The University procedures for reviewing and reporting charges of academic misconduct are found on page 114 of the 2024 [UNE Student Handbook](#). The College of Arts and Sciences policy on reviewing alleged acts of academic misconduct can be found at <https://www.une.edu/cas/academic-policies>.

#### **Midterm Academic Progress Reports**

The University of New England is committed to the academic success of its students. At the midterm of each semester, instructors will report the performance of each student. Instructors will announce when these midterm academic progress reports will be available for viewing via COMPASS. This early alert system gives all students important information about progress in their courses. Students who receive an UNSATISFACTORY midterm report should take immediate action by speaking with their instructor to discuss suggestions for improvement such as utilizing the services of academic advising, the Student Academic Success Center, Counseling Services, and Residential Education.

#### **Student Academic Success Center (SASC)**

The Student Academic Success Center offers a range of free services to support your academic achievement, including tutoring, writing support, digital project support, learning support, and many online resources. To see and schedule available appointments go to <https://une.tutortrac.com> or visit the SASC. To access our online resources, including links, guides, and video tutorials, visit <https://une1.sharepoint.com/sites/SASC>.

#### **Students With Disabilities**

The University of New England is committed to creating a learning environment that meets the needs of its diverse student body and will make reasonable accommodations for students with qualified disabilities. Any student eligible for and needing academic adjustments or accommodations because of a disability is encouraged to request accommodations through the UNE Student Access Center. Registration with the Student Access Center is required before accommodation requests can be granted. Visit <https://www.une.edu/student-access-center> for more information.

#### **Library Services**

UNE Library Services offers resources and services to support your success in this and every course. Find books, articles, videos, and other credible resources through the [library website](#) and your [Research by Subject](#) guide. [Ask a Librarian](#) or find your [subject librarian](#) to get help with your research, from developing search strategies to citing your sources.

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## WEEK 1

### FRIDAY, AUGUST 29

1. Getting to know each other.
2. What is a FYS?
3. Syllabus/surveying the course landscape a bit.

#### Assignment:

1. Review syllabus and schedule on the course site and bring questions to class on Tuesday.

**(Time on task: 30 min)**

2. Read Studs Terkel, Foreword (pp. xvii-xxiii) to *This I Believe*, and Dan Gediman Afterword “The History of *This I Believe*: The Power of an Idea” (pp. 260-68), both in *This I Believe*.

**(Time on task: 30-45min)**

3. **JOURNAL # 1:** For now, complete journals in a Word or Google doc. I'll show you how to earn credit for this work soon enough:

For each reading (Terkel and Gediman) respond to the following questions

- What is it? What's the big idea in this piece?
- See if you can locate 1 idea/concept/or line in the essay and circle it. Explain why you like what you circled.
- See if you can locate 1 idea that confuses you or you disagree with. Explain as best you can what confuses you or why you disagree with what you circled.

**(Time on task: 30-45 min)**

4. **JOURNAL # 2: WEEK 1 Reflection**— How was Week 1 as a college student? How do the classes seem? What's it like in the residence halls? What are you most looking forward to this term? Do you have concerns or anxieties about the semester at this point?

**(Time on task: 15 min)**

5. Attend the Student Involvement Fair today on the Commons lawn (4-6pm); take a selfie to prove you went and hang onto it; come to class ready to share what interested you. This counts as 1 of your Engagement Threads

**(Time on task: 30-45 min)**