

COURSE SYLLABUS: First Year Seminar

FYE 1015

Fall 2022

COURSE DESCRIPTION:

This seminar prepares students for a successful college career and the world of work. The course develops students' habits of mind, reading, and information literacy skills in a small-class setting.

Students become engaged thinkers, learners, and members of the university community. Topics vary by instructor. General Education: RIL

This section of the course has a STEAM focus - exploring science, technology, English, art, and math as we read and review *Bloom*. Specifically, as we enjoy this YA text, we'll learn more about photosynthesis, pollination, seed dispersal, plant canviroy, and plant intelligence - all with the goal of developing curiosity, interest, and knowledge in plants.

COURSE LEARNING OUTCOMES:

All FYE seminars share the same set of learning outcomes

LO #1: Given direct instruction and opportunities to practice throughout the semester, students will demonstrate improvement in multiple habits of mind that support academic success and persistence as measured by pre- and post-self-assessments and reflections.

LO #2: Given direct instruction and opportunities to practice throughout the semester, students will demonstrate the use of multiple metacognitive reading and listening strategies as measured by direct and indirect assessments, including potentially text annotations, notes taken from readings, lectures, and other media, comprehension assessments, and/or self-reflection.

LO #3: Given direct library instruction and opportunities to practice throughout the semester, students will locate, evaluate, and use information effectively and ethically through the use of citations, search engines, and databases, as evidenced potentially by reflective research strategy journals and assignments requiring differentiation between popular and scholarly information.

All assignments in this course have been designed to meet at least one of the above learning outcomes.

INSTRUCTOR INFORMATION:

Instructor: Dr. Katharine Covino
Pronouns: She/her
Department: English Studies
Office Location: Miller 102B
Office Hours: Tuesdays and Thursdays 9:45-10:30
 Other times by appointment or drop in
 Virtual meetings available via Google Meet
E-mail: kcovinop@fitchburgstate.edu

Instructor: Dr. Erin Rehrig
Pronouns: She/her
Department: Biology
Office Location: 230 Science Center
Office Hours: Tuesdays 12:30-2:00 PM, Fridays 11 AM-12:30 PM
 Other times by appointment or drop in
 Virtual meetings available via Google Meet
E-mail: erehrig@fitchburgstate.edu

Lecture Sessions: Tuesday and Thursday, 11:00-12:15 PM

Lecture Location: SCI 106

COVID STATEMENT

We are still in a pandemic. One of us or a loved one may get sick. If that happens we will do our best to work with you to succeed in the class. Communication is key to this working out. If you must miss class or assignments, let us know as soon as possible, so we can find a way for you to keep up. We may have to move class online if the University decides it is necessary, in which case we will meet OnSync through Google Meet.

Masks are required in the classroom. Students not wearing a face covering will be asked to put one on, and if they do not comply will be asked to leave the classroom for that session. As such, no eating and drinking is allowed in the classroom. If you need to eat or drink or just need a break from your mask, please step outside the classroom quietly and respectfully.

STUDENT EXPECTATIONS

Each student is expected to be in all class meetings on time, with all required materials, and having accomplished all assignments. Each student is responsible for completing all course requirements and for keeping up with all activities of the course, whether the student is physically present or not. Any problems (materials, scheduling, etc.) must be addressed early in the semester, or as quickly as possible. *Communication is key.*

INSTRUCTOR EXPECTATIONS

We will start and end our meetings punctually because your time is important. We will also try to respond to all phone and email communication promptly, because we want to be accountable and available to you. The best ways to reach us are emails or attending office hours!

WORK EXPECTATIONS

Three-credit courses require a minimum of 135 total hours of participation from students. During this semester, you should expect to spend an average of 9-10 hours per week working on this course, including class meetings, reading, listening, preparing notes, and completing assignments.

PEER MENTOR

Our Peer Mentor is Colby Hairston who is a Communications Media major with a concentration in technical theater. He is also working towards a professional writing minor.

Colby will be attending some class meetings and is available to answer your questions from a student perspective. Please be in touch over email to set up a time to meet.

lhairsto@student.fitchburgstate.edu

ATTENDANCE

Attendance and engagement with your peers is essential to the development of your reading, metacognitive, and information literacy skills. The expectation in this course is that you will attend all class meetings, arriving on-time, and that you will let me know in advance if you are going to miss. There are no excused or unexcused absences – knowing that this semester will be unpredictable, the keys to your success are open communication, and thinking ahead as much as possible.

COURSE REQUIREMENTS

1. COURSE ATTENDANCE (PREPARATION AND PARTICIPATION)

This is a constructivist course, and we are (unapologetically) constructivist teachers. That means that classes are activity-based. Our coursework is collaborative and hands-on. To earn your class participation points you must participate fully in all class discussions, projects, and activities. Merely showing up, however, is not sufficient. In order to receive full points for attending a class, please come to class on-time and actively participate throughout the entirety of the class. Come and play!

2. READING LOGS/REFLECTIVE JOURNAL

Reading Logs/Reflective Journals are a combined homework assignment accompanying each section of *Bloom*. There are a total of 15 Reading Logs/Reflective Journals assigned in the syllabus. To receive full credit for this work, you must submit at least 10 out of the 15 assigned logs/journals

Here is a link to the Reading Log/Reflective Journal template - [Reading Log/Reflection Journal](#)

READING LOGS

LEARNING OUTCOMES 1, 2, 3

You will submit Reading Logs for all readings, following the provided template. You will be sharing these with each other, and you must bring either a digital or physical copy of the notes to the class meeting for which it is due.

Reading Logs are assessed by completion, not correctness: if you make a good-faith effort and include all of the required components, you get 100%.

REFLECTIVE JOURNALS

LEARNING OUTCOMES 1, 2, 3

In order to refine your approach and develop strategies for success in the classroom, you will submit Reflective Journals, following the provided template. You will be sharing these with each other, and you must bring either a digital or physical copy of the notes to the class meeting for which it is due.

Reflective Journals are assessed by completion, not correctness: if you make a good-faith effort and include all of the required components, you get 100%.

3. IN-CLASS LAB ASSIGNMENTS

LEARNING OUTCOMES 1, 2, 3

These activities and assignments will grow from your knowledge and reading of the course text - *Bloom*. All work for these assessments will be completed during class. Instructors will share clear expectations prior to beginning in-class lab assignment.

These assignments will be graded for completion only.

- Vocabulary Flash Cards (Sept. 15)
- Canva Poster (Sept. 29)
- One Pagers - Data Collection, Notes, and Reflection:
 - Photosynthesis Lab (Oct. 6)
 - Seed Dispersal (Oct. 20)
- Questions for the author - (Oct. 25)
- Time Lapse Film Festival & Reflection (Oct. 27)
- Terraforming Hallway Art Project (Nov. 1 & 3)

4. RESEARCH PROCESS: PODCAST PROJECT

LEARNING OUTCOMES 1, 2, 3

In order to sharpen your reading and information literacy skills, you will create a Research Process: Podcast Project in which you work with your peers to create and share a podcast related to the central questions - 'Are Plants Intelligent?' This assignment will involve examining the research process through developing a research topic, a research strategy, discovery of relevant sources, and evaluation of those sources.

This assignment will be completed in steps over the course of the semester, and you will receive feedback multiple times, both from me and from your peers. All details can be found in the provided assignment description.

5. LETTER TO FUTURE FIRST-YEARS

LEARNING OUTCOMES 1, 2, 3

In order to help you consolidate all of the different strategies, skills, and habits that you will practice over the course of this semester, you will be creating a Letter to Future First-Years. This assignment will involve making specific recommendations to people who are considering attending Fitchburg State in the future.

Your Letter to Future First-Years is due before class on Tuesday, December 6th, and all details can be found in the provided assignment description.

**** OPPORTUNITIES FOR EXTRA CREDIT**

EXTRA CREDIT: LIBRARY TUTORIALS

<https://fitchburgstate.libguides.com/iltutorials/101>

Score Submission Instructions for Web Tutorials AY23

These tutorials must be completed prior to class on Tuesday, November 8th. Please bring and share a screenshot of your certificate of completion to receive credit for your work.

EXTRA CREDIT: CO-CURRICULAR ACTIVITY REFLECTIONS

Over the course of the semester, all FYE students should attend three co-curricular activities offered by the University. We will be using FalConnect (<https://falconnect.fitchburgstate.edu>) to help you find activities and track your attendance. You can attend workshops, events, club meetings, or office hours. If you'd like to attend something on-campus that's not listed here, please just let us know.

After attending an activity, you will need to write a brief reflection about it, including the following elements:

- Activity name, location, start time, and duration
- Why you decided to attend this activity, and what you initially hoped to gain / learn from it
- How the actual activity compared to your hopes and expectations
- Two things that you gained or learned through the activity
- One way that you would approach the activity differently if you were to do it again

Any Co-Curricular Activity Reflections can be turned in at any time throughout the semester, but they are all due by Tuesday, December 6th.

GRADING POLICY - How grades are calculated in this class.

1. Attendance (25 classes) - 20%
2. Reading Logs/Reflective Journals (10 out of 15 required) - 20%
3. In-Class Lab Assignments (9 activities) - 20%
4. Research Process - Podcast Project - 20%
5. Letter to Future First Years - 20%

UNIVERSITY ASSESSMENT / EVALUATION FRAMEWORK

95-100	4.0	<u>Excellent Work</u>
		Assignments meet and often exceed all stated requirements
92-94	3.7	Strong writing that contains very few, minor errors
89-91	3.5	Work reflects a complete grasp of concepts, and outstanding individual insight
86-88	3.3	<u>Very Good Work</u>
83-85	3.0	Assignments generally meet all stated requirements
80-82	2.7	Writing that contains minor errors that do not impede understanding
		Work reflects a solid grasp of concepts, and some individual insight
77-79	2.5	<u>Average Work</u>
74-76	2.3	Assignments meet most stated requirements
		Writing contains obvious errors that impede understanding
71-73	2.0	Work reflects a basic grasp of concepts, but not much individual insight
69-70	1.7	<u>Poor Work</u>
67-68	1.5	Assignments frequently do not meet stated requirements
		Writing contains frequent errors that significantly impede understanding
64-66	1.3	Work reflects an incomplete grasp of concepts, and a lack of individual insight
60-63	1.0	<u>Unacceptable Work</u>
		Assignments do not meet most stated requirements
0-59	0.0	Writing contains excessive errors, lacks organization, and/or approaches incoherence
		Work reflects a lack of preparation and understanding

INCLUSIVE LEARNING STATEMENT

Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let us know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

ACCOMMODATION STATEMENT

If you need course adaptations or accommodations because of a documented disability, if you have emergency medical information to share with us, or if you need special arrangements in case the building must be evacuated, please inform us as soon as possible.

ACADEMIC INTEGRITY STATEMENT

Academic integrity is central to the mission of educational excellence at Fitchburg State University. Academic dishonesty includes cheating, fabrication, plagiarism, and the facilitation of academic dishonesty by aiding and abetting any of the aforementioned. Students who are found guilty of dishonesty in this class may receive a zero for the assignment and may be referred to the Office of the Dean of Student Academic Life. Two cases of dishonesty can be grounds for dismissal from the University. If you are working in an instructor authorized group, your answers may resemble those of your group but it is expected that you will do your work separately from your friends, classmates, family members, and so on. It is not acceptable to use the words or ideas of another source (famous scientist, lab handout, or your lab partner) without proper acknowledgement. This means that you must use appropriate citations to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. Additional information about academic integrity can be found at:

<http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/academic-integrity/>

Honesty is expected in examinations i.e. no talking, unauthorized materials or aiding fellow students. All books, notes, laptops, cell phones, and other electronic devices are strictly prohibited during exams unless otherwise specified by the instructor.

CAMPUS RESOURCES

This course aims to help you access the many campus resources available to you during your time at Fitchburg State. The following offices are always freely available to you as a Fitchburg State student – think of them as your support team.

ACADEMIC COACHING AND TUTORING CENTER

- tutorcenter@fitchburgstate.edu
- 978-665-3499
- Hammond Hall 306

The Academic Coaching and Tutoring Center

(<https://www.fitchburgstate.edu/student-support/academic-support/academic-coaching-and-tutoring-center>) offers free individual and group peer tutoring in a variety of subjects, as well as free appointments with professional academic coaches.

CAREER SERVICES AND ADVISING CENTER

- careercenter@fitchburgstate.edu
- 978-665-3151
- Hammond Hall 318

The Career Services and Advising Center

(<https://www.fitchburgstate.edu/student-support/career-support>) assists students and alumni in developing, evaluating, and implementing career education and employment goals.

CENTER FOR DIVERSITY AND INCLUSIVENESS

- jcochran@fitchburgstate.edu
- 978-665-3399
- Hammond Hall G-04

The Center for Diversity and Inclusiveness

(<https://www.fitchburgstate.edu/student-support/diversity-equity-and-inclusion/center-diversity-and-inclusiveness>) cultivates a welcoming and safe space for all members of the Fitchburg State community and supports each person individually by recognizing and respecting all cultures, perspectives and experiences. Through programming and partnerships, the center provides opportunities for acceptance, understanding and celebration.

COMMUNITY HEALTH CONNECTIONS

- 978-878-8100

Fitchburg State University

(<https://www.fitchburgstate.edu/student-support/health-and-wellness/student-access-health-care>) has partnered with Community Health Connections (<https://www.chcfhc.org>), a highly respected, federally qualified health center that has two locations very close to our campus, to provide medical services to the campus community. The ACTION Community Health Center is located closest to

our campus, in Central Plaza at 130 Water Street, where students can access a broad array of primary care services, behavioral health care services, and dental care.

COUNSELING SERVICES

- counselingscheduler@fitchburgstate.edu
- 978-665-3152
- Hammond Hall 317

The Counseling Services Office

(<https://www.fitchburgstate.edu/student-support/health-and-wellness/counseling-services>) offers confidential short-term counseling to all students at no charge

DISABILITY SERVICES

- disabilityserviceslist@fitchburgstate.edu
- 978-665-4020
- Hammond Hall 303

Any disability that might require accommodation should be documented with the Disability Services office (<https://www.fitchburgstate.edu/student-support/disability-services>). Disability Services provides reasonable and appropriate accommodations for Fitchburg State students allowing equal access to all university programs and services.

FALCON BAZAAR NECESSITIES AND FOOD PANTRY

- cmccormack@fitchburgstate.edu
- Hammond Hall G-15

The Falcon Bazaar Necessities and Food Pantry

(<https://www.fitchburgstate.edu/campus-life/office-student-development/falcon-bazaar>) serves our students who may suffer from food insecurity. It is a free service with walk-in hours of Monday - Friday 9am - 4pm and by appointment through the Student Development Office.

FINANCIAL AID

- finaid@fitchburgstate.edu
- 978-665-3156
- Anthony Student Service Center 108

You may have questions about financial aid as you begin and continue your college career. The Financial Aid office

(<https://www.fitchburgstate.edu/admissions-aid/cost-and-financial-aid>) can offer guidance on questions of tuition, book aid, room and board payments, and more.

COURSE SEQUENCE:

Pay close attention to the page numbers-actively read/complete what is assigned.

Take notes during all class activities.

The schedule is subject to change.

DATE	ASSIGNMENTS
WEEK 1.1 Tuesday, September 6th	<p>Actively Read and Annotate: No reading assigned</p> <p>Due: No written work due</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Introduction to the course ● Review, consider, and discuss syllabus ● Review, consider, and discuss lab safety ● Distribute books and course materials ● Surveys (Plant Science/Habits of Mind)
WEEK 1.2 Thursday, September 8th	<p>Actively Read and Annotate: No reading assigned</p> <p>Due: No written work due</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Review, consider, and discuss course processes/products ● Introduce, discuss, explore, and model – Reading Logs, Metacognitive Journals, Class Notetaking Templates, and Lab Templates ● Conduct and reflect on Personal Reading History

<p>WEEK 2.1 Tuesday, September 13th</p>	<p>Actively Read and Annotate: No reading assigned</p> <p>Due: No written work due</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Unpack and explore author’s choice, purpose, and intentions – Bloom ● Unpack and explore theme of belonging
<p>WEEK 2.2 Thursday, September 15th</p>	<p>Actively Read and Annotate: No reading assigned</p> <p>Due: No written work due</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Unpack and explore ways of talking like a plant scientist ● Review, consider, and discuss invasive species ● Introduce, discuss, explore, and model – Vocabulary Notecards
<p>WEEK 3.1 Tuesday, September 20th</p>	<p>Actively Read and Annotate: Invasive species are taking over some American forests: A plant survey finds dozens of nonnative invasive species thriving in Ohio – Science Daily</p> <p>https://www.sciencedaily.com/releases/2022/06/220617162513.htm</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Introduce, discuss, explore, and model – Reading Log and Metacognitive Journal ● Review, consider, and discuss invasive species walk

<p>WEEK 3.2 Thursday, September 22nd</p>	<p>Actively Read and Annotate: Bloom – Chapter 1</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Review, consider, and discuss - Reading Log and Metacognitive Journal ● Review, consider, and discuss invasive species ● Introduce, discuss, explore, and model – Canva template for posters
<p>WEEK 4.1 Tuesday, September 27th</p>	<p>Actively Read and Annotate: Bloom – Chapters 2 and 3</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Time-lapse camera for fast-growing plants
<p>WEEK 4.2 Thursday, September 29th</p>	<p>Actively Read and Annotate: Bloom – Chapter 4</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Posters – Invasive species

<p>WEEK 5.1 Tuesday, October 4th</p>	<p>Actively Read and Annotate: Bloom – Chapters 5 and 6</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Photosynthesis ● Metacognitive check-ins during photosynthesis mini-lecture
<p>WEEK 5.2 Thursday, October 6th</p>	<p>Actively Read and Annotate: Bloom – Chapter 7</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Photosynthesis lab ● Metacognitive check-ins during photosynthesis lab
<p>WEEK 6.1 Tuesday, October 11th</p>	<p>Actively Read and Annotate: Bloom – Chapters 8 and 9</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Metabolites ● Metacognitive check-ins during metabolites mini-lecture

<p>WEEK 6.2 Thursday, October 13th</p>	<p>Actively Read and Annotate: Bloom – Chapter 10</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Pollen and plant dissection lab ● Metacognitive check-ins during pollen and plant dissection lab
<p>WEEK 7.1 Tuesday, October 18th</p>	<p>Actively Read and Annotate: Bloom – Chapters 11 and 12</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Seed dispersal ● Metacognitive check-ins during seed dispersal collection activity
<p>WEEK 7.2 Thursday, October 20th</p>	<p>Actively Read and Annotate: Bloom – Chapter 13</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Seed dispersal lab ● Metacognitive check-ins during seed dispersal lab

<p>WEEK 8.1 Tuesday, October 25th</p>	<p>Actively Read and Annotate: Bloom – Chapters 14 and 15</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Carnivorous plants ● Metacognitive check-ins during carnivorous plants mini-lecture
<p>WEEK 8.2 Thursday, October 27th</p>	<p>Actively Read and Annotate: Bloom – Chapter 16</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Time-lapse reflection lab ● Metacognitive check-ins during time-lapse reflection lab
<p>WEEK 9.1 Tuesday, November 1st</p>	<p>Actively Read and Annotate: Bloom – Chapters 17 and 18</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduction from Humanities faculty ● Introduce, discuss, explore, and model – Terraformed hallway ● Metacognitive check-ins during terraformed hallway work

<p>WEEK 9.2 Thursday, November 3rd</p>	<p>Actively Read and Annotate: Bloom – Chapter 19</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Continued applied work on terraformed hallway ● Metacognitive check-ins during terraformed hallway work ● Terraformed hallway presentation and recording
<p>WEEK 10.1 Tuesday, November 8th</p>	<p>Actively Read and Annotate: Bloom – Chapter 20</p> <p>Due: Complete Reading Log and Metacognition Journal</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Review, consider, and discuss – Reading Log and Metacognitive Journal ● Introduce, discuss, explore, and model – Letter to Future Freshmen ● Metacognitive check-ins during discussion of Letter to Future Freshmen
<p>WEEK 10.2 Thursday, November 10th</p>	<p style="text-align: center;">LIBRARY SESSION 1 – CLASS MEETS IN LIBRARY</p> <p style="text-align: center;">INTRODUCTION TO SEARCHING FOR AND EVALUATING SOURCES</p> <p>Actively Read and Annotate: No reading assigned</p> <p>Due: No written work due</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Introduce, discuss, explore, and model the process of searching for and evaluating sources ● Metacognitive check-ins during discussion of the process of searching for and evaluating sources

<p>WEEK 11.1 Tuesday, November 15th</p>	<p style="text-align: center;">LIBRARY SESSION 2 – CLASS MEETS IN LIBRARY</p> <p style="text-align: center;">INTRODUCTION TO READING, REVIEWING AND INTEGRATING SOURCES</p> <p>Actively Read and Annotate: Sources for podcast</p> <p>Due: No written work due</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Introduce, discuss, explore, and model the process of reading, reviewing, and integrating sources ● Metacognitive check-ins during discussion of the process of reading, reviewing, and integrating sources
<p>WEEK 11.2 Thursday, November 17th</p>	<p style="text-align: center;">LIBRARY SESSION 3 – CLASS MEETS IN LIBRARY</p> <p style="text-align: center;">INTRODUCTION TO CITING AND REFERENCING SOURCES</p> <p>Actively Read and Annotate: Sources for podcast</p> <p>Due: No written work due</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Introduce, discuss, explore, and model the process of citing and referencing sources ● Metacognitive check-ins during discussion of the process of citing and referencing sources

<p>Week 12.1 Tuesday, November 22nd</p>	<p style="text-align: center;">ONLINE CLASS</p> <p>Actively Read and Annotate: Sources for podcast</p> <p>Due: No written work due</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to ASYNCHRONOUS class! ● Use the class time to read, review, integrate, and properly cite/reference source material for podcast ● Use class time to work on podcast
<p>Week 12.2 Thursday, November 24th</p>	<p style="text-align: center;">THANKSGIVING HOLIDAY – NO CLASS 11/24</p>
<p>WEEK 13.1 Tuesday, November 29th</p>	<p>Actively Read and Annotate: Sources for podcast</p> <p>Due: No written work due</p> <p>Work on podcast</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Peer Mentor Leadership Period ● Introduce, discuss, explore, and model the process of completing and submitting the podcast ● Metacognitive check-ins during discussion of the process of completing and submitting the podcast
<p>WEEK 13.2 Thursday, December 1st</p>	<p>Actively Read and Annotate: No reading assigned</p> <p>Due: Podcasts</p> <p>Class Discussion/Activities:</p> <ul style="list-style-type: none"> ● Welcome to class! ● Share podcasts ● Metacognitive check-ins during discussion of the process of sharing podcasts

WEEK 14.1 Tuesday, December 6th	Actively Read and Annotate: No reading assigned Due: Letter to Future Freshmen Class Discussion/Activities: <ul style="list-style-type: none">● Welcome to class!● Peer Mentor Leadership Period● SRII Evaluation● Course reflection● Survey
Final Exam	In lieu of a final exam we will hold office hours at the time of the final. You may collect and/or discuss any graded work at that time.