

fyco 100-01

First Year Seminar
Fall 2016

TR 01.40

Central 135

Salem
State
University

social justice & superheroes



Course description.

This core requirement will introduce students to the experience of academic exploration that is at the heart of a liberal arts education. Through study of one or more compelling questions or topics in a small seminar setting, students will practice creative and critical thinking as an introduction to academic inquiry. They will develop relationships and practices that allow them to effectively utilize college resources and

become members of a community of learners.

Required texts.

Shushan, J.H. (2014). *A Pocket Guide to College Success*. Boston: Bedford/St. Martin's.

Policies.

Communication

Please allow a 48-hour response time for me to reply to your emails. You may contact me via text message but please remember to include your name in the text so I know with whom I am

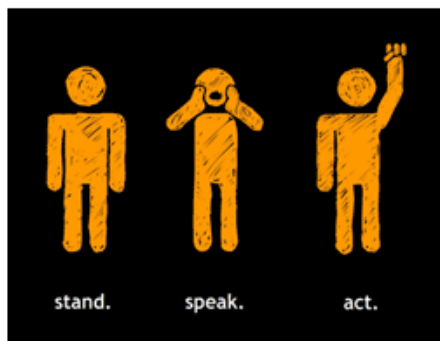
corresponding.

Late Assignments

I will deduct up to 5 percent per day late for all late assignments. Any work that is not made up within 20 days of the original due date will not be accepted. No late assignments will be accepted after the last day of class.

Participation

If you are unprepared for or disruptive to the class you will lose participation points.



contact info

Dr. Cindy S. Vincent, Ph.D.
cindy.vincent@salemstate.edu

CC 149

Tuesday 11 - 12 p.m., 3 - 5 p.m.

Thursday 11 - 12 p.m., 4 - 5 p.m.

Office: (978) 542-7089

grading

Personal Narrative	5%
Social [Justice] Media Assignment	5%
Service-Learning Project	25%
Term Project: Comic Book	50%
Participation	15%

Grading

I will not discuss any grades on the day it is posted. All such discussions will take place at least 24 hours after the grade has been received.

Course assignments.

Personal Narrative

Write a letter to the professor that discusses experiences that have shaped your perspective of the world and views of social justice. (LO1)

Social [Justice] Media Assignment

You will take a series of photos that documents at least one social justice issue in your community. These photos will be posted to a social media platform for class discussion. (LO1, LO2, LO6)

Service-Learning Project

This semester you will be working with a local community farm organization, The Food Project in Lynn, MA. As part of this project you will be required

to spend at least 3 hours on the farm, serving and growing food for the local community. This project will consist of:

- Pre-reflection Paper
- Volunteer hours (3)
- Reflection Paper

This project will give you hands-on experience of the complex realities of food justice in the North Shore community. (LO2, LO3, LO4, LO6)

Term Project: Comic Book

Your term project over the course of the semester will ask you to create a comic book. This project will consist of four phases:

1. Position Paper
2. Brainstorm Paper
3. Group Storyboard
4. Final Comic Book

Phases 2 and 3 will be completed in small groups of 3-4 people. However, the final comic book will be an individual assignment. (LO1, LO2, LO3, LO4, LO6, LO7)

There is no Final Exam.

Service-Learning.

Service-learning at Salem State is a teaching methodology in which students learn through thoughtfully organized service and structured reflection tied directly to academic objectives. Service activities, conducted with and meeting the needs of a community partner, foster civic responsibility and deepen academic understanding. Over the course of the semester you will work with a community partner that will fill a community need and support the Salem State mission. Through this project you will practice what you learn in class and make a contribution to the world we all live in.



The Food Project



Extra Credit.

There may be extra credit opportunities available throughout the course. I will notify you as these arise.

Course goals.

G1. Actively encourage students to develop their own academic interests and learn how to pursue them through critical thinking about one or more compelling issues

G2. Aid students in developing their ability to express themselves and their ideas effectively and appropriately in a college setting

G3. Help students develop relationships and practices that will support their college success

Learning objectives.

LO1. Practice developing compelling questions based on individual interest related to course

LO2. Gather evidence from relevant sources

LO3. Make methods and assumptions clear

LO4. Support a position using sources

LO5. Participate in course discussions

LO6. Produce at least one product that showcases some aspect of inquiry in course via written, oral, or creative means

LO7. Develop understanding of value of drafting and revising ideas by presenting at least one draft and revised version

LO8. Become knowledgeable about various persons, opportunities, and services available through university to aid in success

LO9. Learn about overall academic structure and opportunities in SSU core and available resources

LO10. Demonstrate familiarity with general purpose of liberal arts education and SSU General Education curriculum

The fine print.

Academic Dishonesty Policy

Any act of academic dishonesty attempted by a Salem State University student is unacceptable and will not be tolerated. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review. Performing, aiding or inciting any of the actions listed under the full academic dishonesty policy constitutes an offense subject to disciplinary action. For more information, visit: catalog.salemstate.edu/content.php?catoid=19&navoid=2098

Reasonable Accommodation

Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with me immediately. Students with disabilities should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services. If you have a disability and will need accommodations to complete course requirements, please contact disability services in Berry Library & Learning Commons Room 20

University Declared Critical Emergency

In the event of a University declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to www.salemstate.edu for further information and updates.

Title IX & Sexual Assault

The university recognizes that sexual misconduct and power based violence (sexual assault, domestic violence, dating violence, stalking) is a very traumatic crime and as such it will endeavor to work with students who are victims to reduce fears and concerns regarding their personal safety. Any individual who believes he/she may have experienced sexual harassment or any type of sexual aggression may receive important information and assistance regarding the university's policies and responsive processes. In addition, upon request, the student conduct office will make resources available regarding who can discuss the process and what it means. For a list of university resources, visit: www.salemstate.edu/27036.php

Fall 2016 Tentative* Course Schedule

**This schedule is subject to change*

Date	Topic	Readings, Movies & Assignments Due
Week 1		
9/8	Syllabus, Course Overview, Introductions <i>Assign personal narrative</i>	
Week 2		
9/13	Canvas workshop: Meet in CC153	<i>College Success</i> , Ch. 3
9/15	What is Social Justice? <i>Assign social [justice] media assignment</i>	“Justice” hand-out Personal Narrative
Week 3		
9/20	Media Literacy: Deconstructing Comic Culture	<i>College Success</i> , Ch. 4 Social [justice] Media Assignment
9/22	Media Justice & Media Activism <i>Center for Civic Engagement</i>	
Week 4 Economic Injustice		
9/27	Library Resources Meet in the lobby of the library, Room 215 <i>Assign Position Paper</i>	<i>College Success</i> , Ch. 9
9/29	Class Warfare <i>Student Advocacy Office</i>	Watch <i>Dark Knight Rises</i>
Week 5		
10/4	SSU Scavenger Hunt	
10/6	Labor Rights & Immigration [Presidential Election teach-in]	Candidate Position Statements (Links on Canvas)
Week 6		
10/11	Affordable Housing	Without_Housing.pdf on Canvas (p. 7-36) Position Paper
10/13	<i>North Shore Community Development Coalition</i>	
Week 7		
10/18	Brainstorming Workshop <i>Assign Brainstorm Paper</i>	Read FramingMessagingNarrative.pdf on Canvas
10/20	Advising Workshop <i>Center for Academic Excellence</i>	<i>College Success</i> , Ch. 10

	Service-Learning	
10/22	Make-up day for: The Food Project	Service-Learning Pre-flection Paper
Week 8 Issues of Identity & Diversity		
10/25	The Food Project 1 Collins Street Terrace Lynn, MA 01902	Service-Learning Pre-flection Paper
10/27	Diversity in Comics <i>Diversity and Multicultural Affairs</i>	<i>College Success</i> , Ch. 12 Watch <i>X-Men: First Class</i> Service-Learning Reflection Paper
Week 9		
11/1	Storyboard Workshop: CC153 <i>Assign Group Storyboard</i>	Brainstorm Paper
11/3	Food Justice for the People <i>The Food Project</i>	
Week 10		
11/8 - 10	—NO CLASS—	
Week 11		
11/15	<i>Women's Center, CESA</i>	<i>College Success</i> , Ch. 13
11/17	Gender Representation	BigWorld.pdf on Canvas
Week 12		
11/22	Superheroes and Sexuality <i>The Alliance, nAGLY</i>	Group Storyboard
11/24	—THANKSGIVING BREAK—	
Week 13		
11/29	(Dis)Ability as Superpower? <i>Disability Services</i>	Watch the movie: <i>Unbreakable</i> (2000) --NOT the Netflix show!
12/1	Mental Health: Villain or Superhero? <i>Counseling & Health</i>	<i>College Success</i> , Ch. 11
Week 14		
12/6	Final Workshop	
12/8	Presentations	Final Comic Book
Week 15		
12/13	End of Semester Party	
NO FINAL EXAM.		

